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MOSCOW STATE AUTONOMOUS EDUCATIONAL INSTITUTION**



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**School of Young Politicians Gymnasium 1306**  
**Academic Honesty**  
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### **IB Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **School of Young Politicians Mission Statement**

The School of Young Politicians provides students with education which enables them to become holistic lifelong learners who are not only knowledgeable but also caring people contributing to the change of the world making it better and more peaceful. Being internationally minded and tolerant they understand that the differences should be respected and act as compassionate members of the world society.

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## IB Learner Profile

<b>Inquirer</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinker</b> We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned ethical decisions.
<b>Communicator</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Reflective</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
<b>Open-minded</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Principled</b> 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.
<b>Caring</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Balanced</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Risk-taker</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## Academic Honesty – School Philosophy

*At SYP we find that the base for excellence in teaching and learning is the academic Honesty, thus following the school regulations is required from the very first stage of the learning process.*

**IB Learner Profile** is a reflection of the student who displays academic honesty. The main attributes in the profile related to this are:

- **Principled:** 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.
- **Caring:** We show empathy, compassion and respect.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

By being an IB student, all of our students are required to act according to these attribute descriptors, thus approach the learning process not allowing themselves to break the regulations of the Academic Honesty.

All the stakeholders at SYP believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond the IB course of study. *\*(ACADEMIC HONESTY — PRINCIPLES TO PRACTICE)*

## Academic Honesty in the Primary Years Programme (PYP)

PYP being the first stage of our students' learning process becomes the base for teaching them the most important skills and introducing the most important concepts amongst which the Academic Honesty. Helping the PYP students see the value of the LP attributes and helping them to develop the PYP attitudes, we guide our students to becoming academically honest students who value the work that they and other students do. Displaying PYP attitudes and the IB Learner profile attributes are those ideals that students of the PYP strive for. Meanwhile they learn about the Academic Honesty and its importance.

### **What means Academic Honesty in PYP?**

- If you take credit for the work, which belongs to you then you are being **knowledgeable**. People will know they can come to you to find out more information about your topic.
- If you share credit for the work, which is from a group then you are being **principled**. People will see you are an honest and respectful person.
- If you give credit for work, which is not yours then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honourable person.
- If you contribute equally while working in a group then you are showing **respect** for others' opinions and **cooperation**. People know you are a good listener and

you work well with others.

- If you work individually on work, which is to be done alone, then you are showing **independence** and **confidence**. You know you can do the work and you will do your best.

If there are any issues, the school will provide the students support in a positive manner and parents will be notified. Along with this, teachers take into consideration the learning needs of the students. Quite often the students who experience some difficulties in understanding the taught material are inclined to having cases of academic dishonesty. Keeping this in mind, teachers need to address the issues first supporting the students in their difficulties at the same time advocating the Academic Honesty values.

### **What are the PYP students taught about Academic Honesty?**

As the PYP builds the way towards the following programmes, the school finds it important to introduce the main ideas on Academic Honesty.

- Students learn that they are responsible for their own work
- They are given comprehensive guidelines for group and individual work which develop the understanding of the Academic Honesty.
- The teacher librarian and the homeroom teachers introduce the main concept in every phase of the PYP. They model, explain and exemplify how they act as academically honest people.
- Students are introduced to the simplest rules of referencing when using other sources, practice using citations, quotations and paraphrasing
- Teachers always reflect upon the cases of Academic misconduct when one happens and explain the importance of following the rules.
- Teachers explain the differences between “helping your friend” and the cases of collusion through different role plays and examples.
- Students are introduced the rules related to the responsible use of information technology and media resources

### **When, by who and how is Academic Honesty taught in the PYP?**

- Students are introduced the concept of Academic Honesty from the first phase of the PYP
- The teacher librarians work with the homeroom teachers on the regular bases to introduces the concept in different ways and in different contexts
- All the teachers keep to the same rules and follow the same requirements to make the process of AH introduction more consistent
- All the subject teachers as well as homeroom teachers get guidance from the librarian what requirements to follow
- Students are introduced the Academic Honesty through the teacher modeling, through the rewarding of the excellent cases of being academically honest, through different examples which are displayed to show the difference between the ways of acting and which is the acceptable one for an IB learner.
- All the works of the students be it individual, in pairs or in groups, are guided by the clear instructions which lead to a better understanding of the requirements of acting with Academic Honesty.

## Academic Honesty in Secondary School (MYP and DP):

Academic honesty is an important part of the teaching and learning process in the Secondary school, thus at the beginning of each academic year the students and the parents are introduced the Academic Honesty Policy and are asked to sign the document of having it read and understood.

### **What is Academic Honesty?**

**Academic Honesty** is a set of values that promote personal integrity and good practice in learning and assessment.

“The IB 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”  
(*General regulations: Diploma Programme 2014*)

### Forms of **misconduct** are:

- **Plagiarism** - using the ideas or work of another person as your own, such as copying language from a book or website and not citing where it came from
- **Collusion** - helping someone else cheat, such as allowing your own work to be copied by another
- **Misconduct**- refusing to follow directions, such as taking test materials from a classroom or using prohibited electronic devices
- **Duplication of work** -this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- **Paraphrasing**: this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged
- **Fabrication of data**: this is defined as manufacturing data for an experiment and for mathematical exploration/project
- **Disregarding the IB Examination Code of Conduct**: this is defined as an infraction or disregard of guidelines as established by the IB with respect to examination conduct
- **Disclosing information to another candidate, or receiving information from another candidate**, about the content of an examination paper within 24 hours after the examination

(ACADEMIC HONESTY GUIDE, IBO, 2009)

### **Examples of Malpractices**

- Submitting someone else's work
- Copying the work of another student
- Allowing a peer to copy your work
- Not acknowledging sources

- Asking another person to write your work
- Falsifying data used in an assignment
- Falsifying SA/CAS records and journals
- Stealing examination material and/or exam papers
- Bringing unauthorized material into the examining room. Examples: notes, unauthorised software on a graphic calculator, cell phones
- Disrupting behaviour during exams
- Impersonating another candidate

## **Consequences of Malpractice**

At SYP any instance of academic dishonesty is to result in:

### **First Offense**

*An automatic zero for the work in the case of a first offence.* No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and as evidence is sent to the AH coordinator. After the AH coordinator is reported of the case, a meeting is arranged with the student during which the coordinator explains the student everything trying to ensure he understands what academic misconduct means and what consequences it might have. The AH coordinator reports on this case during the IB staff weekly meetings, explains what work is planned to conduct with that exact student. Parents are to be notified as well.

### **Second Offense**

An automatic zero for the work with the same above specified notifications and qualifications for a second offence. Additionally, a two-day after school detention is to be assigned and a meeting of the Parents, student, teacher and called by the AH coordinator. All work undertaken during the **after school detection** shall be given no mark;

### **Third Offense**

Indefinite suspension pending a recommendation for expulsion for a third offence with a grade zero being assigned to all work. In case of malpractice in work for an external diploma or certificate (such as the Diploma and IB Courses), the school shall notify the external organization in addition to the above. Given the potential of discrediting SYP under such circumstances, the student may also face exclusion from the programme/school.



## **External Consequence of Malpractice in the IB Examinations**

The IB coordinator must inform the IB if she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IB. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IB with relevant documentation concerning the case.

1. Candidates suspected of **malpractice** will be invited, through the Coordinator, to present a written explanation or defense.
2. Cases of suspected malpractice will be presented to 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 investigation to be made.
3. 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.
4. 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 certificates will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
5. If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future sessions.
6. An IB qualification, may be withdrawn from a candidate at any time if malpractice is subsequently established.

## **Avoiding Malpractice. The Roles of the Stakeholders**

### **1. The Role of the PLT (Pedagogical leadership team)**

Most acts of academic dishonesty are not intentional. With that understanding, the school ensures that the policy is introduced and taught to the students from the very early years starting with some elements in PYP and then taking to more serious requirements in the MYP through DP. The first offense of academic dishonesty is used as a teachable moment organizing a meeting of the student and the PLT (Pedagogical Leadership Team). The PLT makes sure that the student:

- understands what constitutes academic honesty, an authentic piece of work, and intellectual property
- receives guidance on how to acknowledge sources
- understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- knows and understands SYP's Academic Honesty Policy

### **2. The Role of the Teacher**

#### *AWARENESS*

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assigned summative task. Needed skills may include, but are not limited to:

- conducting research
- writing academically so as to fulfill the expectation of authentic authorship
- acknowledging sources through the use of citations
- working collaboratively
- establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadline

These skills can be promoted in a variety of ways, including, but not limited to:

- direct instruction of research steps and citation procedures
- thorough assessment explanations including preferred citation formats
- informal reminders
- list of conventions for acknowledging sources

#### *DETECTION AND REPORTING*

Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with the level of that particular student.

When academic dishonesty is detected by a teacher, he/she should report the issue to the school AH coordinator and provide adequate evidence of the malpractice. After the teacher has discussed the evidence with the coordinator, the teacher has completed his/her reporting responsibilities.

### *FOLLOWING POLICY*

Teachers are expected to uphold this policy, and report incidents of academic dishonesty whether detected or suspected. Suspicion of malpractice without sufficient evidence does require careful consideration. However, not all reports lead to consequences for students, as some are unsubstantiated. Therefore, teachers should not feel nervous when reporting their suspicions to the AH coordinator.

In addition to supporting student practices related to academic honesty, teacher should also model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

### **3. The Role of the AH Coordinator**

The AH coordinator is responsible for the:

- Development and the updates of the AH policy
- The promotion of the policy throughout the school community
- The teaching of the policy to all stakeholders
  - Ensuring that all stakeholders understand and adhere to it
  - Conduct lessons with the teaching staff and the students to enhance their understanding of the policy
- Record and report all the cases of academic misconduct
- Ensure the procedures to deal with misconducts are carried out according to the AH Policy requirements.
- Actions to prevent misconducts are appropriately developed.
- AH plan is developed and lessons are conducted accordingly.

### **4. The Role of the Librarian**

The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners.

### **5. The Role of the Family**

At SYP we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potentials and acting with honesty by:

- Reading and becoming familiar with the Academic Honesty Policy and all IB documents related to the IB rules and regulations
- Supporting teachers and administrations in talking to their children about the importance of academic integrity

- Cooperating with the school in case their child is found to be guilty of malpractice either intentionally, or by inappropriate documentation of sources.

## 6. The Role of the student

### Student Responsibilities

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at SYP be familiar with the accepted procedures in acknowledging the work of another writer.

- Reference in the text all material reproduced directly (i.e., copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information. Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- Procrastination and sloppy research techniques can lead to plagiarism. When taking notes, be sure to put information copied directly from a source in quotations. It is always better to read the material, think about it and then write the information in your own words. This will make inadvertent copying less likely to occur. Thoughtful research takes time, so plan ahead and don't procrastinate.
- Common knowledge is knowledge known by everyone or nearly everyone, generally in reference to the community to which you are writing or presenting. Common knowledge does not need to be cited. When in doubt, it is always better to cite your sources.
- Be on the safe side. Having too many footnotes, while poor scholarship, is not academically dishonest; on the other hand, if someone else's work is not acknowledged that is plagiarism. Intentions are not relevant in judging whether or not something has been plagiarized. If credit is not given where credit is due, plagiarism has occurred. Don't be careless.

### Getting clarifications:

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding SYP's academic honesty expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

### Taking principled action:

#### REPORTING

Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidences are maintaining SYP's policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

#### ACCEPTING CONSEQUENCES

Students ***“must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills”*** (Academic Honesty IBO 2014). It is our hope to avoid situations of malpractice, but

should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

## Useful information

1. The Academic Honesty policy is available to all stakeholders on the school website in the section of IB documents. Besides, the electronic version is available on ManageBack, the school library provides with as many copies as needed and the electronic version is sent to all stakeholders each academic year.

[http://gymg1306.mskobr.ru/mezhdunarodnyj\\_bakalavriat/nachal\\_naya\\_stupen\\_myp/](http://gymg1306.mskobr.ru/mezhdunarodnyj_bakalavriat/nachal_naya_stupen_myp/)

2. The Policy is reviewed every year. The start of the review is March, when all the stakeholders are asked to send comments and notes if they have on the current policy and the administration listens to and considers all the comments and the feedbacks received, after which the coordinator of the AH together with all of the IB programme coordinators and the head of IB make the changes to the existing policy. After being given for a feedback to the stakeholders, the final version for the new academic year is confirmed and publicized as the official working document.
3. All the teaching staff and the students are taught how to keep to the policy. Students starting from the very first year of PYP get the teaching through their academic programme and the lessons which the librarian has according to the “library - teaching plan”. The AH is more seriously taught and practiced in the secondary school, where the teaching is part of the curriculum in each course being realized by the teacher and is enhanced by the AH lessons which the AH coordinator has with each of the **MYP** grades, 4 times per year – series of lessons on AH during which they get educated through discussions of examples, practical work and through critical thinking reflect on their own performance.  
In **DP** they have lessons with AH coordinator at the beginning of the year followed by a series of such meetings throughout a year (4 times in total). **DP2** has lessons of AH before the EE and TOK submissions, to make sure they have done everything correctly.  
**IB staff** is being taught how to adhere, teach and enhance the AH policy, use Turnitin for the best results during the AH lessons, which the AH coordinator has with them at the beginning of each year. Further on, being part of the weekly meeting discussion points, AH is continuously discussed and promoted to make it the base of everyday practice.
4. **Academic Honesty handbook for MYP students** is developed and given to them at the beginning of the year. The text and examples are very clearly written so that the students can have better understanding of what is expected from them and how they should act.

## References and Resources

- *Rules for IB schools: PYP schools*
- *Rules for IB schools: MYP schools*
- *Academic honesty in the IB educational context*
- *Academic Honesty in the Middle Years Programme*
- *MYP: From principles into practice (for use from September 2014/January 2015)*
- *General regulations: Middle Years Programme - First assessment 2016*
- *Academic honesty in the Diploma Programme*
- *Diploma Programme: From principles into practice (For use from August 2015)*
- *Programme Standards and Practices (IB – updated March 2016)*