

IB academic honesty policy

at Hermann-Böse-Gymnasium



The following policy will be communicated to the school community, share- and stakeholders alike with the help of our school webpage, the school brochure and the IB information material. As such it becomes an official part of the school policies, valid for students and teachers alike. The students will additionally sign a letter of consent declaring that they have correctly acknowledged the work of others.

General Overview

Academic honesty is an issue not only for the IB Diploma Programme students but for all students at the Hermann-Böse-Gymnasium (HBG). Therefore, academic honesty is continuously discussed with students throughout their whole course of study at Hermann-Böse-Gymnasium and is a reoccurring topic in all subjects.

In accordance with the school's mission statement, the ethical practices manifested in the IB Diploma Programme and the regulations given by Bremen's ministry of education, we believe that academic honesty and integrity are essential to learning at our school. Therefore, students at Hermann-Böse-Gymnasium acknowledge and accept the following policy at HBG:

Academic honesty in the Diploma Programme (DP) is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. All coursework – including work submitted for assessment – is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects. Teachers and school administrators have a responsibility to model integrity and practice academic honesty themselves. (IB Diploma Programme: From principles into practice)

The role of the teacher

In most cases, IBDP students do not wish to be dishonest in their work. However, without the proper support, many of them find themselves under significant pressure because they do not have the skills or time necessary to complete an assignment in an appropriate manner. It is thus the teacher's role to "promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes"; essentially, teachers should be helping students "learn how to learn."

Definition of academic misconduct

The IB defines academic misconduct as “behavior (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 assessment components (IB General Regulations: Diploma Programme, 2011, 12).

A non-extensive list of examples of academic misconduct are:

- Plagiarism or lack of referencing; the IB does not prescribe a specific format for citations and references. Additionally, while students are not expected to be experts in referencing, they are “expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. “When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other methods like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography” (Handbook of procedures for the Diploma Programme, 2014, A8.1.2) All references should include the following minimum information: name of author, date of publication, title of source and page numbers as applicable (10 Ibid.).
- Collusion or too much assistance; this includes, for example, extra assistance from students or teachers, as well as any website offering to assist, for a fee or otherwise.

Other examples of academic misconduct cited in the Handbook of procedures (2014), although less common than plagiarism and collusion, include:

- duplicating work to meet the requirements of more than one assessment component
- fabricating data for an assignment
- taking unauthorized material into an examination room
- disrupting an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination

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- impersonating another candidate
- stealing examination papers
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.
- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- 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
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma/Abitur requirements
- Any other behavior that represents an unfair advantage for a candidate or that affects the results of another candidate (e.g. taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Consequences for breaches of academic honesty

Cases of malpractice for major assignments in the DP (including Internal and External Assessments and the Extended Essay) will be dealt with according to the Handbook of Procedures and the General Rules and Regulations of the Diploma Programme. After the candidate and teacher have signed the cover sheet indicating authenticity, a suspected case of misconduct will lead to the school implementing the conduct of an investigation and provide the IB with documentation. If this occurs during an examination, the report must include a full account of the incident, a statement of the candidate(s) involved, a statement of the invigilator(s), a seating plan of the examination room, and, if appropriate, the original unauthorized material (Handbook of procedures for the Diploma Programme, 2014, A8.3).

If the IB determines that malpractice has been conducted a student will be given a grade of N, which scores as a 0. In a final examination, this also means that no diploma will be awarded, although a certificate will be awarded for the other subjects in which no malpractice has occurred. Students will normally be allowed to register for future examination sessions. Additionally, an IB Diploma may be withdrawn at any time if malpractice is established (IB General regulations: Diploma Programme, 2011, 10-11).

Cases of malpractice or misconduct in IB DP school examinations will likewise result in a grade of N, which is scored as a 0 for that particular examination. In the cases mentioned above, students will not be permitted to re-sit the examination. In case of

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repeated infractions, Hermann-Böse-Gymnasium reserves the right to suspend (second offence) the respective IB-candidate from school (IB approval presupposed).

In case of misconduct on minor assignments within the IB DP, students will meet with the teacher and the DP coordinator to discuss the incident, the policy, and the consequence, which are as follows:

- First infraction: a warning, as well as the task to rewrite the assignment
- Second infraction: Class conference with teachers and legal guardians of the students present
- Third infraction: dismissal from the IB (IB approval presupposed).

Conclusion

Academic honesty should be regarded positively and valued by all members of the school community, and it should be taught and enforced. The academic honesty policy should be seen as a step in creating a fair and consistent system that upholds the values of the IB and the Hermann-Böse-Gymnasium.

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Candidate consent on academic honesty

Name (print legibly):

DIRECTIONS:

- (1) Read through this statement carefully.
- (2) Ask questions if there is anything you do not understand.
- (3) Sign this document and return it to your teacher.

I have heard the teacher's discussion of plagiarism, and viewed the documents *Academic integrity (IB publication)* and the *Academic honesty policy* of the Hermann-Böse-Gymnasium.

I understand that I must use research conventions to cite and clearly mark other people's ideas and words within my assignments.

I understand that plagiarism is an act of intellectual dishonesty.

I understand it is academically unethical and unacceptable to do any of the following acts:

- To submit an essay written in whole or in part by another student as if it were my own.
- To download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source.
- To restate a clever phrase verbatim from another writer without acknowledging the source.
- To paraphrase part of another writer's work without acknowledging the source.
- To reproduce the substance of another writer's argument without acknowledging the source.
- To take work originally done for one instructor's assignment and re-submit it to another teacher.
- To cheat on tests or quizzes through the use of crib sheets, hidden notes, viewing another student's paper, revealing the answers on my own paper to another student through verbal or textual communication, sign language, or other means of storing and communicating information--including electronic devices, recording devices, cellular telephones, headsets, and portable computers.
- To copy another student's homework and submit the work as if it were the product of my own labor.

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I understand that the consequences for committing any of the previous acts of academic dishonesty can include a failing grade for the assignment or quiz, and even expulsion from the IB programme. I will not plagiarize or cheat.

Pledge: I have read and understand the above statements and agree to abide by the standards of academic integrity given by the International Baccalaureate Organization and the Hermann-Böse-Gymnasium.

Signature:

Date: