



International School Dhaka

Academic Honesty Policy

The PYP, MYP and DP Programmes

(Reviewed: January 2019)

GUIDING STATEMENT

ISD Mission Statement and Philosophy

We are building a community of responsible and compassionate life-long learners who are committed to a sustainable future.

Values and Objectives

We value the concepts of:

- Holistic well-being
- Sustainability
- Responsibility
- Compassion
- International mindedness

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.” (Mission, IBO)

ISD Definition of Learning

Learning at International School Dhaka fosters curiosity, engagement, and innovation which develops conceptual understanding and critical thinking skills, to create reflective life-long learners.

It is the policy of International School Dhaka that

- All students understand the basic meaning and significance of academic honesty
- All work produced by all students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- This policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB.

The aim of this policy is to

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and academic misconduct
- Encourage students to look to their teachers, supervisors, the librarian and the Programme Coordinators for support when completing assessed work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they have an important role in ensuring that their work is 'academically honest'
- Impart to students that plagiarism (and all forms of academic misconduct) is a serious academic offence for which International School Dhaka shows no tolerance
- Explain to students precisely what penalties will be imposed should they be found guilty of misconduct.

Academic Honesty and the Learner Profile at ISD

IB learner profile

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

As IB learners we strive to be:

<p>INQUIRERS 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.</p> <p>KNOWLEDGEABLE 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.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS 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.</p> <p>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.</p>	<p>OPEN-MINDED 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.</p> <p>CARING 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.</p> <p>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.</p> <p>BALANCED 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.</p> <p>REFLECTIVE 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.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Fig.1 “IB Learner Profile”

ACADEMIC HONESTY: PHILOSOPHY & PRACTICE

International School Dhaka is guided by the philosophy of the IB, and places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community: students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as “principled” and “reflective”.

All members of the ISD community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice, and with respect for the dignity” and rights of people everywhere. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All members of the ISD community must be “reflective” and acknowledge the world as well as their own ideas and experience. (*Diploma Programme* 10). All students at ISD must understand the **concept** and **principles of** academic honesty and avoid any form of academic misconduct.

According to the International Baccalaureate Organization (IBO): “academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment” (*MYP: From principles into practice* 76).

Academic Honesty across the three programmes at ISD: Diploma Programme (DP)

DP students develop research and study skills through their course work and assignments and are expected to demonstrate academic honesty more formally than is expected of younger students. DP students are expected to inquire and think critically and creatively, and to express their thinking in a variety of ways. By understanding how ideas and knowledge are constructed, and their own role in knowledge creation, DP students show how they have constructed their own ideas. Understanding academic honesty and the skills of citation and referencing are essential to this understanding (*Academic honesty in the IB education context* 16).

Middle Years Programme (MYP)

It is the responsibility of the school, through the MYP coordinator, to ensure that student assessment is conducted appropriately. It is essential that all work used for final assessment is the individual student’s own work. MYP students are expected to acknowledge the use of the work or ideas of another person in any work they may submit for assessment by using a standard style of referencing. If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes

direct quotation, paraphrasing or summarizing (*Middle Years Assessment Procedures 2019*). In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty (*Academic Honesty in the IB Educational Context*).

Primary Years Programme (PYP)

PYP skills are taught to underpin academic honesty in the MYP and DP, as well as to ensure the understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes are the ideals that students of the PYP strive for. From an early age, students are taught in the PYP to recognize ownership of work and attribute accordingly. As students gain experience they can be taught a range of academic honesty skills so that by the time they meet externally validated assessment in the MYP or the DP, they have well-developed skills and can avoid pitfalls (*MYP:From principles into practice*).

Academic honesty in the PYP includes:

- Taking credit for a certain task or work reflects that you are **knowledgeable**. People will know they can refer to you to find out more information about your topic.
- Sharing credit for a particular task reflects that you are **principled**. People will see you are an honest and respectful person.
- Giving credit for work that isn't yours reflects that you have **integrity**. You can distinguish the difference between what is fair and what is not, because you are an honorable person.
- Contributing equally while working in a group then you are showing **respect** for others' opinions and reflects your **cooperation**. People will agree that you are a good listener and can work well with others.
- Working individually on work, when the task requires so, shows your **independence** and **confidence**. You know you can do the work and you will perform your best.

Academic Honesty and the Approaches To Learning at ISD



Fig. 2 Akki. “Approaches to Teaching and Learning (ATL Skills)”

The IB states that: “approaches to learning skills are particularly relevant to academic honesty given the clear links to students’ developing competencies in self-management, research and communication” (*Academic Honesty* 19). ISD is committed to developing ATL Skills across the programmes and academic honesty is a cornerstone of this.

ACADEMIC MISCONDUCT

What is academic misconduct?

For the purpose of clarity it is worth quoting the official statement of the IBO here:

“The IB Organization 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 misconduct.

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

- a. **PLAGIARISM** - 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** - 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** - is defined as the presentation of the same work for different assessment components and/or Diploma Programme (DP) core requirements.
- d. **MISCONDUCT DURING EXAMINATIONS** - such as, taking unauthorized material into an examination; behaviour that disrupts the examination or distracts other candidates; or communicating with another candidate.
- e. **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 (*General Regulations* 12-13).

Academic Misconduct at ISD

The procedures outlined below are guided and bound by the **Academic Misconduct** section in the **ISD Secondary School Parent-Student Handbook**.

Students must do their own work in order to be assessed properly by teachers. Student behavior that obscures or invalidates fair evaluation of individual progress or achievement

is academic misconduct. The onus is on the student to be above reproach. Suspicious behavior will be considered as evidence of academic misconduct. Students will be asked to turn in assignments via the plagiarism-checking website **turnitin.com**. Individual departments will determine cases of academic misconduct informed by the results of this website.

Consequences of Academic Misconduct in the DP (Grades 11 & 12)

- All incidents of Academic Misconduct will be recorded with the counselors and placed in the student's file.
- Teachers will email the counselors the student's name, with title and date of assignment.
- The student will receive a zero for the material in question.
- Parents will be contacted.
- The student will redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

Consequences of Academic Misconduct in the MYP (Grades 9 & 10)

All incidents of Academic Misconduct will be recorded with the counselors and placed in the student's file.

- Teachers will email the counselors the student's name, with title and date of assignment.
- The student will receive a zero for the material in question.
- Parents will be contacted.
- The student will redo the assignment to an acceptable level to ensure the material has been learned but no marks will be awarded.
- Academic misconduct on a final exam or IB World Exam may result in loss of course credit, graduation privileges, in addition to other consequences stipulated by the IB.

Consequences of Academic Misconduct in the MYP (Grades 6 - 8)

All incidents of Academic Misconduct will be recorded with the counselors and placed in the student's file.

- Teachers will email the counselors the student's name, with title and date of assignment.
- Parents will be contacted..
- Subject teacher conducts Academic Support session to redo the assignment. For collusion, both students attend Academic Support.
- Students redo the work and new marks will be awarded.

Consequences of Academic Misconduct in the PYP

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 need to take into account the learning needs of the students. It may be that the student is struggling to understand the content. Usually, students who seem to be committing repeated dishonest behaviours could be struggling with some academic difficulties. It will be necessary to refer to certain procedures to provide the students with the support they need.

AVOIDING ACADEMIC MISCONDUCT:

Responsibilities and Expectations

Students:

The IB expects students to understand and familiarize themselves with the concept and principles of academic honesty, including fair and honest creation of work, proper citation of research sources, and appropriate conduct in examinations.

Students should produce their own work, and give credit for information and content copied, adapted, paraphrased, or summarised from other sources by using the MLA referencing style adopted by the ISD. Citation will include in-text citation within the body of the work and a corresponding bibliography or page(s) of Work Cited.

Students can expect to have access to a range of appropriate information sources in a variety of formats, both print and digital, and primary and secondary. They can expect to receive training, instruction and support in appropriate research and information handling skills so that they are equipped to locate and search information sources and to select and organize information, identifying points of view, possible bias, and make connections between resources.

Accurate, appropriate citation is an essential academic skill and key to maintaining academic good practice. Students can expect to receive training and support in the use of citation and referencing so that the work of others is properly acknowledged.

Teachers:

Teachers will support students by encouraging academic honesty and good practice that is expected of them, and by ensuring that all students are aware of the possible consequences of breaching the school's policy and IB regulations. Teachers will ensure that Approaches to Learning (ATLs) are a key focus for teaching and learning, especially with regard to Information Literacy skills.

The IB states that "teachers must use appropriate means to ensure that candidates' work is, to the best of their knowledge, the authentic work of the candidates. Schools are responsible for checking all candidates' work prior to submission to the IB for assessment or moderation" (Handbook of Procedures 83).

Responsibility of teachers:

The procedures outlined below are guided and bound by the section Academic Misconduct in the Middle Years Programme Assessment Procedures 2019.

- It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property.
- Teachers are well placed to judge whether a student's work is authentic. Ongoing support and guidance will help with the early detection of plagiarism and dissuade candidates from deliberately copying another person's work without acknowledgment.
- Where collaboration between candidates is permitted, the difference between collaboration and collusion must be made clear. In a collaborative or group work situation, candidates must present work in their own words and acknowledge the work of others.
- If a candidate does submit work for assessment that is not authentic, the school must follow its internal policy for dealing with academic honesty issues.

The Use of Turnitin:

ISD uses the TURNITIN plagiarism detection service through Managebac, for summative assessments. Students will be asked to turn in assignments via the plagiarism-checking website turnitin.com. Individual departments will determine cases of academic misconduct informed by the results of this website. The school has the right to refuse to submit work to the IB, where there is a suspicion of academic misconduct.

Librarian:

The Librarian will support students and teachers as an expert in the area of academic honesty, able to provide ethical guidance and assistance with citation and referencing and appropriate research skills, delivered both as part of the library Information Skills Programme and by supporting classes and individual students as requested.

Parents/Guardians:

Parents and guardians can support their children by establishing a good level of communication with the school so that they understand the requirements and expectations of the IBO and the school with regard to academic honesty. They can encourage their son/daughter to plan and schedule their assignments carefully and the need to do their own work. Students having difficulty with their assignments should be encouraged to ask their teacher for advice.

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APPENDIX 1. ACADEMIC HONESTY IN THE PYP

Table 1. Primary Years Programme Scenarios

Primary Years Programme					
ATL Skills	Self-Management, social, communication, thinking & Research Skills				
Activity	Culminating Project	Group Work	Presentatio n	Creative Work	Independent Work
Scenarios	<p>As grade 3 students prepare to present a culminating project to parents, the teacher takes a moment to discuss the importance of academic honesty. Special efforts are made to make sure that cultural and language differences do not impede understandings. The teacher engages in a discussion that allows for the sharing of cross-cultural perspectives of academic honesty. The teacher provides an example of a student who copies another’s work or allows someone else to complete a project for them as a way of not maintaining academic honesty. The teacher provides examples of</p>	<p>Kindergarte n students are working together in small groups. The teacher notices that one student is not participating . The teacher has a one-to-one conversatio n with the student and encourages participation by asking questions and reminding the student of the importance of presenting her own ideas. A few moments later, the teacher gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the</p>	<p>A grade 5 student is working on the exhibition. During the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed. The student has used items from web searches as part of her visual presentation . Since the information is easily available, she is confused about whether or not all sources need to be documented . The student reviews the school guidelines for academic honesty. She also asks her classmates</p>	<p>While working on a project related to the transdiscipli nary theme “How we express ourselves”, a grade 2 student creates a video that features different forms of art. She decides to use pictures, music and images that were found on the internet. While reviewing the rubric for the project, the student realizes that he/she has forgotten to cite the different musical and video sources that have been used. She talks with the classroom teacher who provides examples of an agreed way to</p>	<p>To further develop skills related to academic honesty, the school’s library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade levels about how authors create work, and the importance of respecting intellectual property. Students learn that they have the responsibility to cite sources beginning in grade 1. The library/ media specialist explains that the sources are a “road map” for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.</p>

	academic honesty and encourages a conversation that allows parents to share ideas that can be used at home.	creativity and collaboration of the team. The students are also reminded of the importance of practicing social, communication and thinking skills.	for guidance. The classroom teacher, media specialist and parents also model and provide regular reminders to all students about the importance and meaning of academic honesty.	reference the items.	
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Source: *Academic honesty in the IB educational context*. International Baccalaureate Organization, 2014, PDF.

APPENDIX 2. ACADEMIC HONESTY IN THE MYP

GRADES 6 & 7:

The academically honest student is expected to:

- acknowledge sources of information using MLA with clear instruction on how to do so from class teachers across subject areas.
- acknowledge the source of direct quotations using MLA.
- acknowledge information taken from all sources using MLA.
- use notes during a test only when allowed by the teacher.
- avoid copying from another student during a test.
- do only his or her own homework.
- only submit original work.
- protect his/her work from being copied by another student.
- know what constitutes cheating and not break the rules.

Instruction is provided by teachers across subject areas, and by the Librarian, regarding:

- simple paraphrasing and adaptation of source material.
- ways to acknowledge sources in writing and speech.
- simple ways to acknowledge information derived from electronic sources.
- what constitutes cheating.

GRADE 8:

The academically honest student is expected to:

- acknowledge sources of information using MLA with clear instruction on how to do so from class teachers and the Librarian across subject areas.
- acknowledge the source of direct quotations using MLA.
- keep and maintain accurate, personal course notes.
- understand and abide by the school's rules concerning cheating..
- acknowledge in a specific manner help from another person.
- ask beforehand what kinds of external help are permissible.
- acknowledge, using MLA, information taken from sources..
- only submit original work at all times.
- protect their work from being copied by another student do only their homework.
- never submit work done by another person (eg: a parent, private tutor, sibling, friend, another student, etc.)
- use notes during a test only when allowed by the teacher or the examination rules

Instruction is provided by teachers and the Librarian in an interdisciplinary approach regarding:

- techniques for acknowledging direct quotation with a citation.
- skills of paraphrasing.

- techniques for using translated material.
- basic, formal skills for acknowledging source material.

GRADES 9- 12:

The academically honest student is expected to:

- document all source material using MLA completely use direct quotation using MLA appropriately
- understand the concepts of academic honesty and the various forms of malpractice
- understand the consequences of cheating regarding both school-based work and external examinations
- acknowledge explicitly and appropriately help provided by another person

The academically honest student is expected to:

- protect his/her work from being copied by other students
- use notes during a test only when permitted by the teacher and by the examination rules
- do only their own homework present original material
- refrain from purchasing and submitting work written by someone else
- only complete their own work
- present artistic or creative work in any medium that is their own except in a manner allowed by the teacher or permitted by the assessment rules

Instruction is provided by teachers and the Librarian across subject areas regarding:

- Use of tools to acknowledge sources appropriately using MLA
- research writing techniques
- data gathering techniques
- the planning, preparation, and execution of writing assignments

Table 2. Middle Years Programme Scenarios

Middle years Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
MYP assessment task	Personal project	Community project
Scenario	An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty	An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted

	<p>form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/ or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>material from an unattributed source in material that she was supposed to have created herself. The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.) The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>
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Middle Years Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
Language and literature presentation	Design	Sciences
<p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its</p>	<p>An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting</p>	<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating</p>

<p>creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>
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Source: *Academic honesty in the IB education context*, International Baccalaureate Organization, 2014, PDF.

APPENDIX 3. ACADEMIC HONESTY IN THE DP

Table 3. Diploma Programme Scenarios

Diploma Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
Activity	Culminating project	Group work
DP assessment task	English A Extended Essay	Psychology Internal Assessment
Scenario	<p>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 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>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. 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>

Middle Years Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
TOK presentation	Visual arts Studio Work	ITGS Internal assessment
<p>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</p>	<p>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</p>	<p>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</p>

<p>sources in an oral presentation, or even if he needs to do so since it is not a written 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>advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired 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>that she forgot to ask some questions that would have been helpful. 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 cover sheet 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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Source: *Academic honesty in the IB education context*, International Baccalaureate Organization, 2014, PDF.