
OAKRIDGE INTERNATIONAL SCHOOL

BANGALORE CAMPUS

ACADEMIC HONESTY POLICY

2019-20

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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:

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

THE INTERNATIONAL BACCALAUREATE'S 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

OAKRIDGE SCHOOL VISION

Oakridge, a centre for excellence in education, believes that every child has a treasure within. The school kindles in children intellectual, emotional, physical and spiritual development. It aims to produce successful, responsible, creative, Global citizens striving for excellence and committed to nature and progress of society. It envisions a stimulating learning environment by providing highly motivated facilitators, innovative educational methods and quality infrastructure that will help to discover, nurture and bring to fruition the treasure within.

SCHOOL MISSION

Oakridge International School will be a centre for excellence in education. In keeping with the rich heritage of India, it will stress the simultaneous development of the Spirit, the Mind, and the Body and endeavor to send out compassionate, responsible and innovative students committed to change and progress in the development of India and the global environment.

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SECTION 1: OVERVIEW AND PURPOSE OF THE ACADEMIC HONESTY POLICY

The Academic Honesty Policy is developed by a committee of teachers and administrators with parent inputs from Oakridge International School, Bengaluru (OISB). This document outlines OISB's beliefs and practices related to Academic Honesty across all the programs (PYP, MYP and DP) offered at the school.

A. UNDERSTANDING OF ACADEMIC HONESTY IN THE CONTEXT OF AN IB EDUCATION

Academic Honesty in the context of the International Baccalaureate needs to be viewed and implemented in the light of other programme components, specifically the Approaches to Learning and the Approaches to Teaching. The idea of academic honesty and the skills required to demonstrate it, are developed through the ATLs and form part of the continuum of IB education. The idea of Academic Honesty is positioned as an expression of intellectual and personal integrity rather than as “a system of preventing copying”, and the students are supported in developing this form of integrity as part of their IB education.

The ideas of Academic honesty are closely linked to the ideas of intellectual property ownership prevalent in a culture. The Academic Honesty guidance for an IB education takes cognizance of the fact that the nature of knowledge is changing extensively at the current time, including, how technology has changed access to information, participation in knowledge finding, creation and sharing. A school will need to be tuned to the dynamic nature of this reality as it crafts its Academic Honesty Policy.

The aim of academic honesty is also linked to the IB Learner profiles, specifically “Principled”.

B. IMPORTANCE OF ACADEMIC HONESTY POLICY

An academic honesty policy is important to ensure that OISB's practices are aligned with its vision and beliefs about education in general and Academic Honesty in particular. This policy ensures that the both overarching ideas and specifics are communicated to stakeholders - which helps build shared understanding and is critical for successful implementation of the policy. It is important that everyone involved clearly understands what best practices related to Academic Honesty are, what constitutes misconduct and what consequences and actions follow misconduct.

Most importantly, the policy ensures that procedures for this practice are transparent, fair and consistent. While the policy aims to be specific in the interests of transparency and fairness, it remains a dynamic document that is reviewed periodically and updated to reflect the interests of all stakeholders and shared with them through the school website, orientation programs (for teachers, parents and students), handbooks and ongoing subject level communication. The Academic Honesty Policy is part of OISB's repository of policies and is available to all teachers and students in the school library. An online version is planned to provide easy and continuous access to the latest version of the policy to all stakeholders. Teachers are provided an orientation to the policy at the start of each academic year (or refresher as applicable).

SECTION 2: UNDERSTANDING TERMS AND DEFINITIONS

The following terms underpin the Academic Honesty Policy (Reproduced from the IB Academic Honesty Guide):

1. **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
2. **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.
3. **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
4. **Fabrication of data:** manufactured data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component and is treated as malpractice.
5. **Use of translated materials without attribution:** copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.
6. **Breach of exam regulations:** The following are specific to written examinations conducted internally or by the IB at the end of year 2. Breach of any of these regulations constitutes academic malpractice:
 - a. taking unauthorized material into an examination room (such as cell/mobile phone, written notes),
 - b. leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination,
 - c. misconduct during an examination, including any attempt to disrupt the examination or distract another candidate,
 - d. exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination,
 - e. failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination,
 - f. impersonating another candidate,
 - g. stealing examination papers,
 - h. using an unauthorized calculator during an examination or using a calculator when one is not permitted for the examination paper,
 - i. disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.
7. 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) would also be termed as academic malpractice.

SECTION 3: AGE APPROPRIATE GUIDANCE

A] ACADEMIC HONESTY IN PRIMARY YEARS PROGRAM

In PYP, ethical use of information is highly recommended as students engage in the inquiry process to construct new learning based on what they know and learn from other sources.

Academic honesty is promoted through the development of the ATLs (Self-management, social, communication, thinking and research skills) and the attributes of Learner Profile (Principled, integrity, etc.)

Expectations from students in PYP:

EYP 1- Grade 1:

- a. Will be encouraged to acknowledge the work of others whenever possible. Depending on the age level, students will cite references and sources as appropriate.
- b. Avoid copying others' work or trying to pass off someone else's work as their own.
- c. Students will be oriented on the concept of 'Academic Honesty' through discussions and work samples.
- d. Teachers will lead by example in citing references and quoting sources.

Grade 2-Grade5:

Individual work

- a. Any help received from guardians, friends or siblings with respect to classwork/ projects/homework must be acknowledged in the submitted work.
- b. The compiled final draft for submission has to be presented in their own words and must avoid copying the content as is from the source.
- c. Depending on the age level, students will cite references and use bibliographies while compiling their understanding from multiple sources
- d. Avoid copying homework or classwork from/for fellow students.
- e. Acknowledge sources in a bibliography.

Group work:

- a. Acknowledge the sources of information using Bibliography.
- b. Work collaboratively in groups and contributes by sharing information and presenting understandings. Must work together as a group and take accountability for equal workload.
- c. Avoid taking credit for the team members' work.

PYP Exhibition:

- a. Must follow the Academic honesty policy as applicable to PYP
- b. Create the central idea and lines of inquiry as a group
- c. Can Seek help from the mentors and acknowledge the help received.

- d. Cannot rely extensively on mentors, parents or other group members to gather information or create presentations.
- e. Cannot present materials that is not true, or fictitious as facts.
- f. Use information technology and library resources responsibly.
- g. Acknowledge the sources used for collecting information, in their final presentation
- h. Work collaboratively and respectfully within the group to share information
- i. Acknowledging the work of their peers while taking responsibility for their share of contribution and support to the team.

Academic dishonesty:

In PYP, Academic dishonesty may be defined as presenting work or ideas of others as one's own, this requires constant correction and advice from the teachers.

There is no academic consequence till Grade 4.

Consequences for deliberate plagiarism in Grade 5 will have the following consequences:

First incident:

- Student is given the opportunity to correct the error.
- The HRT will lead a reflection session with the student.
- The Head of primary and the IB coordinator will be involved.
- Parents will be informed.

Second incident:

- The Head of primary & IB coordinator to be informed
The Head of primary / IB coordinator to lead a reflection session with the student
- Parents to be called for a meeting
- Student signs a formal letter of commitment about future conduct.

Third incident:

- Suspension from school for a time period decided by the Head of school

B] ACADEMIC HONESTY IN MIDDLE YEARS PROGRAM

Students in the Middle years are young adolescents dealing with issues like self-identity, personal, parent and peer pressure and the school aims at developing honesty as a value that helps them grow in their personal and academic spaces. The growing age involves learning from various sources and positive development and reinforcement of academic honesty is one of the aims of the school

personnel. As a part of the connect between teachers, students and teaching and learning process, it is natural to develop academic honesty in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research. MYP teachers take responsibility and ownership of developing the profile of being academically honest and helps students grow with an understanding and behaviour that avoids pitfalls in external assessment or any form of course work. Academic honesty in context of Middle Years applies to all class or home assignments, projects, formative and summative assessment conducted by and in the school. Students must be academically honest while working individually or in groups. It applies to assessment conducted on -screen or otherwise. It applies to external assessment (E assessment) and also the portfolio work (Language, Design, Arts, Personal projects, Service Journals) wherein students are expected to share original pieces of work and ensure referencing and citation wherever applicable. A student handbook on Academic honesty is shared with the students at the beginning of the year to give them an opportunity to understand and implement the guidelines as applicable. Middle Years program teachers must collaborate and set expectations on teaching and learning strategies and malpractices within and across subject groups.

MLA, being the standard citation system at OISB, will be formally taught in each subject class to thoroughly acquaint students with the conventions of referencing in a particular subject.

While the conventions and procedures of citation will be taught, the school encourages students to make use of automatic citation generator tools such as the Microsoft Word Referencing Tool and other online tools such as www.easybib.com or www.bibme.org. This is to ensure accuracy, uniformity and consistency in style and format of citations.

Consequences during Internal Assessments

- **Formative Assessment:** If a teacher detects the academic malpractice, entire work will be cancelled. Parent will be notified and another chance will be given to the student to redo the work.
- **End of the Unit Summative Assessment:** If a teacher detects academic malpractice, the work will be cancelled and students will be rewarded zero. Parent will be notified for the same. No second chance will be given.
- **Personal Project and E-Portfolios:** If a teacher detects academic malpractice in Personal Project Report or E-Portfolio task, the teacher should allow the student one opportunity to rework on the specific task, if there is time before the IBO mandated deadline.

If malpractice is detected after re-submission.

The teacher should inform the Middle year Programme Coordinator and the Head of school for further action (e.g. counselling and/or informing parents)

Consequences during Examinations (Term End Assessments and E-Assessment)

Failure to adhere to exam regulations for MYP E-Assessments will result in all the consequences outlined by the IB in the IB exam conduct guideline. Detailed policies related to malpractice in MYP work can be found in the following documents: Academic honesty in the IB educational context (Appendix).

C] ACADEMIC HONESTY IN DIPLOMA PROGRAM

The IBO places a lot of emphasis on Academic honesty in Diploma programme as it prepares students for university education and/or career workforce in the later stage of life. The IB curriculum expects students to demonstrate the learner profile attribute “Principled” from PYP to MYP and develop independent learning and thinking skills in the Diploma Programme.

In the DP, students are expected to understand the importance of acknowledging others work through formal citing and referencing methods. In their assessed academic work (internal assessments, extended essay, theory of knowledge presentation and essay and any other academic work), students develop independent research skills and demonstrate academic honesty in more formal standards and conventions of referencing. As a school policy, students are expected to adopt MLA format in the aforementioned academic work. However, Psychology students can adopt APA format for their internal assessment and the extended essay.

MLA, being the standard citation system at OISB, will be formally taught in each subject class to thoroughly acquaint students with the conventions of referencing in a particular subject.

While the conventions and procedures of citation will be taught, the school encourages students to make use of automatic citation generator tools such as the Microsoft Word Referencing Tool and other online tools such as www.easybib.com or www.bibme.org. This is to ensure accuracy, uniformity and consistency in style and format of citations.

Teachers will be trained in these conventions through regular Professional Development sessions on Academic Honesty which will be conducted by experts in the field.

In the process of meeting the expectations of college admissions and securing high grades, students often experience a set of emotional pressure to perform on the summative assessment. This pressure may lead to cases of academic misconduct or dishonesty. The following section provides guidance on dealing with academic misconduct. (Academic honesty in the IB educational context).

CONSEQUENCES OF ACADEMIC MISCONDUCT AND DISHONESTY IN IBDP

The following are the scenarios under which Academic Misconduct may occur and the consequences for each:

Consequences during Formative Assessments

If a teacher detects academic malpractice in formative assessment (e.g. homework, quiz, project, lab, etc.) the teacher should assign no marks for the assessment. In this circumstance,

- i. The student will be required to redo the assignment.
- ii. The teacher will record a distinctive mark for the assignment (which will be averaged as a zero).

Consequences during Internal Assessments

If a teacher detects academic malpractice in IBDP assessments (Internal Assessment, Extended Essay, TOK essay, etc.) the teacher should allow the student one opportunity to rewrite the assessment if there is time before the IBO mandated deadline.

- i. Internally, the student’s work will be penalized 40%.
- ii. The teacher should also inform the Diploma Programme

Coordinator, and the Head of School for further action (e.g. counselling and/or informing parents).

Consequences during DPE examinations

Failure to adhere to exam regulations for IBDP exams will result in all the consequences outlined by the IB in the IB exam conduct guideline. Detailed policies related to malpractice in IBDP work can be found in the following documents: “Academic Honesty: Guidance for Schools (Section 7 & 11, pg. 14-15 & pg. 17-18)” and “Diploma Programme General Regulations.”

Degrees of Breach in MYP AND DP

Not all infringements are equal in degree. Considering this, different consequences are outlined based on the intensity of the infringement in MYP and DP

1. **Level 1:** Level 1 violation includes but is not limited to such things as copying

daily homework assignments, blatant attempt to copy during a test/quiz, using unauthorized notes during a test/quiz or enabling another student to look at one’s test or assignment leading to copying. The student will receive a zero on that assignment, test or quiz. The teacher will notify the parent and will file a notice of the incident with the Coordinator.

2. **Level 2:** A level 2 includes a deliberate exchange (verbal, written or electronic)

of information for an assignment, test or quiz, copying from a classmate’s essay, project, lab report, internal assessment, or teacher developed resource materials, and failing to credit properly a secondary source which the student has quoted or paraphrased, including the Internet. The student will receive a zero on that assignment, test or quiz. The teacher will contact the appropriate administrator, and a parent conference will be scheduled. Written notification will be given to the Coordinator.

3. **Level 3:** A level 3 violation consists of an act of flagrant cheating, passing off

other’s work as one’s own without proper in-text referencing, or stealing, or receiving an advanced copy of an exam or quiz or knowing about such dishonesty about another student and not reporting such behaviour to the IB teacher or coordinator. The student will receive a zero on that assignment, test.

Students are expected to adhere to all exam regulations as outlined in the Conduct of Exams Guidelines (found as an appendix in this policy).

The exam procedure is communicated to students during classes, on notice boards just before the exams start, and is read out to them just before they begin writing the exams in the hall.

Failure to adhere to exam regulations for school internal exams (such as carrying prohibited materials into exam halls, use of calculators for non-calculator papers, colluding with other students etc.) will result in the student being barred from writing the rest of the exam, and a mark of zero will be awarded on that particular paper or quiz. The teacher will contact the appropriate administrator, and the student may be suspended.

SECTION 4: ROLES AND RESPONSIBILITIES

A. HEAD OF SCHOOL

It is the responsibility of the head of school to :

- establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty.
- ensure that all stakeholders understand what constitutes academic honesty, an authentic piece of work, and intellectual property.
- ensure that all students receive guide on study skills, academic writing, how to conduct research, and how to acknowledge sources.
- ensure that all students understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination/ research)
- ensure that all students know the consequences of being found guilty of malpractice.
- ensure the Academic Integrity Committee is formed as required and the members are made available for attendance of hearings.

B. STUDENT

The student is responsible for

- ensuring all work submitted for assessment/Evaluation is authentic.
- fully and correctly acknowledging the work and ideas of others.
- complying with all internal school deadlines, allowing time for revising work that is of doubtful authorship before the submission of the final version.
- using appropriate and approved online tools (for eg: Turnitin) to submit assignments.

C. TEACHER

It is the responsibility of each teacher to

- educate students that academic honesty is an expression of intellectual and personal integrity.
- educate students with the concepts, skills and conventions required to practice academic honesty.
- read and check candidates' work for authenticity before submission including all work for Internal Assessment.
- detect any plagiarism, collusion or duplication of work.
- use appropriate and approved online tools (for eg: Turnitin) to check assignments, and are required to use the same for final version of the Extended Essay and the Theory of Knowledge essay.
- teachers are also expected to support and act on the school's policy on good academic practice and provide students with advice whenever necessary.
- Demonstrate academic honesty while using educational aids and learning materials

- report any instance of suspected academic malpractice to the Coordinator or the School Head immediately.

D. PARENTS

It is the responsibility of each parent to

- attend the scheduled IB orientation which will include the school's policies on academic honesty.
- talk to their child on the importance of academic honesty and integrity in completion of school work.
- actively participate and make recommendations to the school's policy review on academic honesty.

E. LIBRARIAN

It is the responsibility of the librarian to:

- Ensure students are aware and follow the academic honesty policy
- Connect the aspects of academic honesty to the "Principled" attribute of the learner profile
- Re-iterates and enforces the practice of AH during the Learning to learn and Little author's week (PYP)
- Orients students and new teachers on the importance, purpose and implementation of the policy
- Train students to acknowledge the source for any academic tasks/ projects while enhancing on the research skills

SECTION 5: SCHOOL PRACTICES TO IMPLEMENT THE POLICY

A. MEASURES FOR EDUCATION AND SUPPORT

In order to develop an understanding of and inculcate academic honesty in students, provisions will be made to formally educate students on subject-specific conventions of research, acknowledgement of resources and relevant study-skills.

Students will be tutored to practice academic honesty in the following ways:

- **Examples:** Students will be provided with samples of material (research papers, essays, reports, graphs etc.) by subject teachers which show how to acknowledge a variety of resources.
- **Modelling:** Demonstration of this virtue by the teacher. Exemplary behaviour by the teacher (no “pirated” software, films, music, etc.)
- **Citation:** In order to enable students to cite information taken from unconventional sources, apart from subject specific conventions of referencing, the usage of Footnotes and Endnotes will be taught.
- **Online Tools:** The usage of reliable online libraries and other subject specific databases, online data generator and online plagiarism detection devices (subscription to turnitin.com) will be introduced to and promoted among students. Online resources will be used to assist students in improving the quality of their work and build self-reliance and avoid plagiarism.
- **Language and Organization:** Students will be taught language skills and given guidelines specific to the research outcome which help student discern correct ways of using the ideas from another resource and ensure that the argument is carefully built.
- **Formative Assessments:** Students will practice ways of academic honesty via a range of stage-wise formative assessments which will prepare them to plan, evaluate, analyse, research and collect evidence with authenticity.
- **Periodic reflection:** by both teachers and students as a genuine assessment of how the community is treating the importance of academic honesty.

B. PROCEDURES FOR REPORTING, RECORDING AND MONITORING

- In the event of academic malpractice or academic negligence of any sort, the school will maintain a record of evidence for the purpose of future reference. However, incidents are treated on a case-by-case basis.
- Each interaction regarding the misconduct/ dishonesty is documented in Minutes of Meeting format and stored in school records.
- If a breach in academic honesty policy is detected, on the grounds of malpractice or negligence, authorities are informed and action is taken.
- The School leader will monitor all instances of academic malpractices and review them in order to observe patterns, and take informed decisions related to school culture, student behaviours, teacher professional development and so on.

C. THE ACADEMIC INTEGRITY COMMITTEE

In the event of Level 3 infringement, the decision on the consequences are determined by a panel including the coordinator, the head of school and an uninvolved leader from another segment (such as the Headmistress/ DP Coordinator/ MYP Coordinator/ PYP Coordinator). The case will be presented by the student and the teacher and the committee will take a final decision on the consequences after reviewing the facts, talking with all relevant stakeholders and discussing the issue from the perspective of both short term and long-term consequences. The aim at all times will be to support the student in developing academic integrity for life.

D. RIGHTS OF THE STUDENT

A student suspected of and under investigation for academic malpractice has the right to:

1. Be informed of the allegation and the procedure of investigation.
2. The student has the right to involve his or her parents at this time and discuss the matter together with the teacher involved and the coordinator.
3. See evidence, reports and other correspondence about the case. However, the school may choose to withhold the identity of the informant.
4. Submit a written statement defending his case to the final award committee. The student can also request that the statement remain confidential to the IB.
5. Take adequate time to reflect and respond.

SECTION 6: HOW THE POLICY IS REVIEWED?

REVIEW COMMITTEE:

Primary Years Program Coordinator, Middle Years Program Coordinator, Diploma Years, Program Coordinator, Head of School, Head of Primary, Teacher representatives from each program

The policy will be reviewed annually by the review committee. The team will review the implementation of the policy in the previous year, and identify any requirements for modifications and improvements. After a thorough consideration, the changes if any will be implemented in the next version of the Academic Honesty Policy. The reviewed policy document will be shared with all the stakeholders for suggestions and inputs for consideration.

APPENDICES

Appendix 1: School Examination Procedure

All external IBDP exams will be conducted EXACTLY as per the examination guidelines published by the IBO.

The conduct of Internal exams will be as closely matched to the conduct of external exams as relevant. This serves the purpose of getting students familiar with the final exam they will face, and the requirements of the same. This familiarity will ensure that no instance of malpractice happens due to a lack of knowledge or lack of information about the exam procedures. It also serves to help teachers become familiar with the exam procedures and help them conduct the final exams smoothly.

The procedures for internal exams will cover the following areas as described below

1. Creating and communicating the exam Time table:

- The timetable is to be prepared at least a month in advance taking into consideration all subject combinations of all students.
- The timetable may be created by a teacher designated as the exam in charge, or by any persons appointed by the DPC. All subject teachers as well as the coordinator review the timetable and agree upon it before it is published.
- The timetable will ideally not schedule more than 3 papers on the same day. This will be determined by the duration of the papers, and the available time between them. All care is taken to make the schedule as less taxing as possible to students
- Exams will not be scheduled on Sundays and holidays
- The timetable will be communicated via email to both parents and teachers at least 4 weeks prior to the first exam.
- A printed copy of the time table will be displayed on the appropriate school noticeboards.

2. Creating and storing question papers

- Subject teachers have the right to determine which papers will be included for a particular exam, what the duration of the exam is, and the total marks allocated for that paper.

- Teachers prepare all required question papers and procured printed version of the same one week before the first exam.
- Notes to the invigilator are to be included as a separate copy outlining any specific instructions for the conduct of the exams (such as materials allowed, reading time required and so on)
- The printing of the exam paper is to be done at an appropriate printer where confidentiality can be maintained
- Printed exam papers are stored under lock and key in the DPC's room or other secure location indicated by the DPC
- Question papers are to be removed from the location only on the day of the exam, by the invigilator in charge, under the supervision of the DPC or exam in-charge.

3. Communication of exam procedure

- The complete exam procedure is to be made available to teachers as part of their orientation. The Exam in-charge or other person as designated by the DPC is responsible for this and any other refresher sessions that are required.
- The students will have a copy of the pre-exam, in-exam and post-exam procedures as part of their student handbook.
- The relevant sections of these procedures and guidelines will be displayed on school notice boards before the exam.
- A copy of the same will be sent along with the time-table to both parents and students.

4. Creating and implementing seating plans

- The exam in-charge or other person designated by the DPC will create seating plans for the rooms, subjects and students involved in each exam.
- The seating plan is to space out students such that there is sufficient distance between students and there is as little direct line of vision from one student's paper to another's'.
- A copy of the seating plan is to be posted outside the room where the exam is being conducted
- A copy of the plan is to be part of the exam materials that is provided to the invigilator
- The invigilators are to be given an orientation on how to ensure students sit according to the seating plan
- Students are given an orientation for the first exam, on how to sit according to the seating plan.

5. Pre exam procedures

- An invigilation duty roster is to be prepared at least 3 days ahead of the first exam. All people involved in the invigilation need to review and sign off on the duty roster. Invigilation duties are to be taken seriously and are to be treated as non-negotiable if there is a conflict of tasks or priorities. A signed-off invigilation duty may be modified only on the recommendation of the DPC.
- All soft board materials in the exam rooms are to be removed, or covered with paper to avoid any extra material being available to students during the exams.

- On the day before a scheduled exam, the exam in-charge or other designated person prepares all stationery for the next day's exams in a suitable container.

The invigilator only has to cross check this container and take it into the exam room.

- The container needs to have, at the minimum, enough paper for all students to write on, enough copies of data booklets, or other booklets as applicable, a copy of the in-exam procedures, a copy of the seating plan for the exam, a copy of the time table, pens, pencils, erasers, sharpeners and other basic stationery, stapler with pins and so on.
- The question papers are to be removed from storage just before the start of the exam and placed in the container.
- The invigilator need to be in the exam room at least 20 minutes prior to the exam start time to prepare for the conduct of exams.
- Students will be allowed to come in 10 minutes before the start of the exam. Once they are in the room, students are not allowed to speak with other students or exchange materials of any kind.

6. In-exam procedures

- 5 minutes before the appointed time, the invigilator settles the students and reads out the instructions for the exams, from the instructions sheet.
- The students are allowed to ask any questions about the procedure at the time.
- The start and end times for the particular paper are displayed on a board inside the exam room. Students are expected to take note of it.
- All other in-exam procedures will be exactly as specified in the IB exam procedures, including use of bathroom, availability of drinking water, etc

7. Post-exam procedures

- At the end of the exam, the student's hand over their papers to the invigilator, who checks if all required information is present on the paper (such as candidate name, number of sheets attached and so on)
- After the students leave the room, the invigilator packs the answer scripts in bundles with a record of how many students wrote the exam, absentees if any, or any other incidents of note during the exam.
- The answer scripts are to be returned to secure storage in the DPC's room, or other place as appointed. Teachers are required to remove the papers from storage for evaluation before the end of the exam day.
- The exam in-charge documents all incidents, lapses or good practices that occurred during the exams on a daily basis, on the Exam Incident Record. This record is shared with the staff to avoid recurrence of any incidents in future.

8. Provision of required infrastructural support for smooth conduct of exams

The DPC and head of school are responsible to ensure that all infrastructural and logistical issues are in place for the conduct of exams. These include but are not limited to:

- o Making adequate rooms available for the exams
 - o Ensuring that the rooms are sufficiently lit and ventilated for students to write exams in comfort
 - o Ensuring the chairs and tables are comfortable, and there is a large visible clock, a whiteboard etc. in the room
 - o Ensuring teachers are available for invigilation duties
 - o Providing adequate secure storage for question papers and answer scripts
9. Review of exam procedure for internal exams
- o The exam procedure is to be reviewed annually to assess how well it supports the exam process.
 - o The data from the Exam Incidents Record is to be used to inform this assessment.

Appendix 2: FREQUENTLY ASKED QUESTIONS

This section outlines some frequently asked questions about specific scenarios relating to Academic honesty and malpractice

1. Question: There is clear evidence that a candidate has plagiarized text without any attempt to acknowledge the source (may include use of text in oral examinations and/or the use of other media, such as graphs, illustrations and data)

Answer: No grade will be awarded in the subject concerned. If there is clear evidence of plagiarism without acknowledgment of the source(s), the candidate will be found guilty of malpractice.

2. Question: There is clear evidence that text (or other media) has been plagiarized without correct citation. However, the amount of plagiarism is minimal and the bibliography includes the source or at least an attempt to show the correct source.

Answer: If the amount of text (or other media) copied is minimal in the judgment of the final award committee and there is an attempt to acknowledge the source(s), the candidate may be found guilty of an academic infringement. In that case, zero marks will be awarded for the assessment component concerned. However, the candidate will still be eligible for a grade in the subject concerned.

3. Question: A candidate takes text from the Internet and translates it into another language for use in his/her work without acknowledging the source.

Answer: No grade will be awarded in the subject concerned. Regardless of whether text has been translated by the candidate, the ideas or work of another person must be acknowledged.

4. Question: A candidate copies a work of art without acknowledging the source

Answer: No grade will be awarded in the subject concerned. Plagiarism as a breach of regulations includes all media and is not confined to text.

5. Question: The examiner, coordinator and/or teacher believe the candidate has plagiarized all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied.

Answer: No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been copied. A case of alleged plagiarism will only be brought to the attention of the final award committee when there is evidence of plagiarism; suspicion of plagiarism is not sufficient.

6. Question: A candidate's work is very similar to source material, such as text on a website, and the source has been paraphrased by the candidate. However, the source has not been cited by the candidate

Answer: Paraphrasing may be interpreted as plagiarism if the source material is not cited since this still constitutes representing the ideas or work of another person as the candidate's own. However, the degree of similarity with the source, whether the source has been cited and the extent of the paraphrasing, will be taken into account when deciding whether the candidate is guilty of malpractice. If the candidate is found guilty of plagiarism no grade will be awarded in the subject concerned.

7. Question: A candidate allows another candidate to copy all or part of his/her work. The candidate who copies the work then submits that work as his/her own.

Answer: Both candidates will be found guilty of malpractice and no grade awarded for the subject concerned. The candidate who allows his/her work to be copied constitutes behaviour that results in another candidate gaining an unfair advantage, which is malpractice.

8. Question: A candidate hands in work that is the same or substantially similar for two different assessment components.

Answer: No grade will be awarded in the subjects concerned. However, a candidate may use the same topic for different assessment components, but that topic must be researched, written or otherwise presented using an entirely different approach. Using work that is the same or substantially similar for two different components is not acceptable.

9. Question: The candidate is found to be in possession of unauthorized material during a written or oral examination (for example, a cell/mobile phone, textbook).

Answer: No grade will be awarded in the subject concerned. Possession of unauthorized material is sufficient reason to find a candidate guilty of malpractice. Whether or not a candidate did gain or intended to gain an advantage by using the unauthorized material will not be taken into account.

10. Question: The invigilator suspects that a candidate (or candidates) possessed unauthorized material during a written or oral examination but there is no tangible evidence of this material other than rumour among other candidates.

Answer: Candidate will not be found guilty of malpractice based only on rumour or hearsay. The invigilator, coordinator or other responsible adult must have seen or subsequently have in their possession the unauthorized material. Alternatively, a guilty decision may be upheld if there are named witnesses among other candidates in the same examination. If guilty, no grade will be awarded in the subject concerned.

11. Question: A candidate disobeys the instructions of the invigilator. The instructions are in compliance with the IB regulations for the conduct of examinations.

Answer: If the conduct of the candidate is such that he/she gains an unfair advantage (for example, continuing to write answers to questions when told to stop) or may affect the results of another candidate (for example, behaviour that is a distraction to other candidates), this will constitute malpractice and No grade will be awarded in the subject concerned.

12. Question: A candidate communicates or tries to communicate with another candidate during an examination.

Answer: If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice and no grade will be awarded in the subject concerned.

13. Question: A candidate (or candidates) leaves notes, a textbook, cell/mobile phone, calculator or other unauthorized material in a bathroom that is accessed, or could be accessed, during an examination.

Answer: If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice and no grade will be awarded in the subject concerned.

14. Question: There is clear evidence that a candidate (or candidates) has copied the work of another candidate during an examination. It is not clear which candidate is guilty of malpractice, or whether some form of collusion has taken place.

Answer: If the conduct of the candidate is such that he/she may gain an unfair advantage this will constitute malpractice; this includes communicating with another candidate during the period of the examination. If the evidence and statements are insufficient to identify which candidate (or candidates) is guilty of malpractice the school will be asked to undertake further investigation and send a report to the IB at the earliest opportunity.

15. Question: The invigilator allows or instructs candidates to use a calculator during an examination in which calculators are prohibited.

Answer: If there is a clear statement from the school that the candidates were given permission to use calculators, no candidate will be found guilty of malpractice. However, not all marks for the examination paper will be accepted because candidates will have had an advantage. Depending on

the actual circumstances of the case, the missing mark procedure may be applied for the assessment component in question. However, no penalty for the student will be applied.

16. Question: A candidate acts in an irresponsible or unethical manner in breach of the IB guidelines for ethical conduct or animal experimentation.

Answer: Depending on the circumstances of the case, the IB may refuse to mark the work or award zero marks for the assessment component concerned. Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme. The IB is entitled to refuse to mark or moderate assessment material if a candidate has acted in an irresponsible or unethical manner.

17. Question: Malpractice by a candidate becomes evident after a grade has been issued for the subject concerned and there is clear evidence to support the case. (For example, plagiarism is identified during a re-mark of a candidate's work for the enquiry upon results service)

Answer: The grade awarded to the candidate in the subject concerned will be withdrawn and new results documentation issued. The withdrawal of the grade will be communicated through the university results service (if appropriate), but not the reason for the withdrawal of the grade.

18. Question: A candidate falsifies his/her record for creativity, action, service (CAS).

Answer: Falsifying records comes under malpractice as it falls under behaviour that gains an unfair advantage for a candidate or affects the results of another candidate. The candidate will need to complete the CAS requirements again within 12 months to be eligible for the diploma. However, the diploma will be issued one year after the candidate's diploma session.

19. Question: There is suspected malpractice by more than one candidate in an examination.

Answer: The grades for all candidates in the subject concerned will be withheld until the case has been fully investigated and resolved. The IB reserves the right, if not satisfied that an assessment has been conducted in accordance with the regulations, and according to the seriousness of the violation, to declare the assessment null and void and to disqualify any or all candidates involved.

Appendix 3: Tools to gauge Academic Malpractice

Academic malpractices such as plagiarism or collusion are often identifiable by changes in the student's style of writing. If a teacher has reasons to suspect malpractice in research work submitted by a student, the teacher can at any point of time quiz the student on the content of his/her work or conduct a formal viva voce at the time of submission to determine the authenticity of student work.

Moreover, all the written research assignments will have to be submitted via online platforms (ex: Turnitin.com) which will also be the platform for teacher feedback. This is done to efficiently document the stages of student work, help students avoid plagiarism and ultimately improve the quality of their assignments.

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