



## **International School Moshi Secondary School Academic Honesty Policy**

ISM is committed to academic honesty and will ensure that all students in the IB Diploma, Middle Years and IGCSE programmes are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

### **Academic Dishonesty and Malpractice**

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- falsifying data: creating or altering data which have not been collected in an appropriate way.
- collusion: helping another student to be academically dishonest.

### **Prevention of Academic Dishonesty**

ISM, in line with IBO recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Whenever possible, students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum Coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

### **Procedure for Investigating Suspected Cases of Academic Dishonesty**

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the relevant curriculum Coordinator. Together they will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it cannot be shown that there is work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter. If, on the other hand, it *can* be shown that inappropriate work has been submitted, the Coordinator will make a recommendation to the Head of Secondary as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IBO's policy and practice, the determining difference between these two possibilities will be one of intent. The Head of Secondary, in consultation with the Head of Campus and relevant Coordinator, will decide the outcome of the case.

## The Consequences of Academic Dishonesty

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted, but, if there is time for him or her to do so before the school's internal deadline for this work, the student will be allowed one chance to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that subject and will therefore not receive an IB Diploma.

*A second violation – in any subject - will result in the matter being referred to the school's disciplinary committee who will consider the student's removal from the relevant IB curricular programme at ISM, and/or his or her being disallowed from being able to take an IB certificate in that subject.* In addition the student may not receive credit towards any other course s/he is currently undertaking at International School Moshi. Other disciplinary action may also be considered by the committee. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IBO will not award a Diploma to that student.

## The responsibilities of staff, students and parents

**All ISM secondary school staff, students and parents** should make sure that they are aware of the contents of this document and what academic honesty and dishonesty both mean. They should also make themselves aware of the consequences of academic dishonesty.

**Parents** should speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

**Teachers** should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice.

**Coordinators** should ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the principal should be clear and reasoned.

**The Head of Secondary, in consultation with the Head of Campus and relevant coordinator**, will decide each case on its merits, and should communicate his or her decision clearly to all of those concerned with reasons for any findings.

**Students** should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

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## Declaration

I confirm that I have read, understand and agree to abide by the International School Moshi Secondary School Academic Honesty Policy.

Student's name: .....

Signature: .....

Date: .....

## Appendix - Referencing Sources

This section has been largely taken from an unpublished Student Handbook produced by the University of Sheffield School of Education.

The purpose of referencing is to enable the reader to find the original works where you found your ideas or that you have quoted from. Students should give full references in a separate section at the end of any work handed in, but should also give a clear indication of where they have been used in the main body of the work as well.

### FAQ

1. *How do I make reference to a quotation from a book?*

In your essay you would write:

(Austin 1995, p.26)

and in your bibliography you would reference it as:

Austin J L (1955) *How To Do Things With Words* Oxford, UK: Oxford University Press.

2. *How do I make reference to an article in an edited collection of papers?*

In your essay you would write:

(Gilroy 1997, p.114)

and in your bibliography you would reference it as:

Gilroy D P (1997) 'A post-modernist philosophy of education: and action philosophy for active times' in D N Aspin (ed) *Logical Empiricism and Post-Empricism in Educational Discourse* Johannesburg, South Africa: Heinemann pp.107-119.

3. *How do I make reference to a quotation that I have found in another source but I have not read in the original myself?*

In your essay you would write:

(Bollington *et al* 1990, p.10)

and in your bibliography you would reference it as:

Bollington, R., Hopkins, D. and West, M. (1990) *An Introduction to Teacher Appraisal: a Professional Development Approach*. London, UK: Cassell (quoted in Stoll, L. and Fink, D. (1996) *Changing Our Schools*. Buckingham, UK: Open University Press).

4. *How do I make reference to a source written in a different language?*

In your essay you would write:

(Untersteiner 1949)

and in your bibliography you would reference it as:

Untersteiner M (1949) *Sofisti, Testimonianze e frammenti* Turin, Italy: Turin University Press (*The Sophists*)

5. *How do I reference material that I have taken from the internet?*

In your essay you would write:

(Salmon 2003)

and in your bibliography you would reference it as:

Salmon, S. (2003) *Our ethos*. Toronto, Canada: The Chambrays Rugby Club  
<<http://www.geocities.com/chambrayca/rugbyspirit.htm>> (updated 7th January 2003,  
accessed 1st July 2003).

6. *How do I present a short quotation in my text?*

You should put the quotation in inverted commas and *clearly* say where they come from:

In addition, one of the two items associated with negative value-added results (Reeves *et al* 2001, p.128) was that change leaders 'described problems in sustaining resources'.

7. *How do I present a long quotation?*

Unlike short quotations (see 6 above) you need to indent the quotation and you do NOT need to use quotation marks. It should look something like this:

... concerns, can be circumvented by a school's vision being shared. McNay (1995, p.130) defines the vision to be

a common goal which can be embodied in a simple statement that serves to unite everyone by providing the common and shared purpose for their work.

The key ideas in this definition are those of commonality and uniting ...

**It is important, when you have quoted directly from a source, that you clearly show the quote and where it comes from. However, it is also important that you cite ideas and other material in your paper even when you don't quote directly.**