

ACADEMIC HONESTY POLICY

IB DIPLOMA PROGRAMME

Akademickie Dwujęzyczne Liceum Oxford Secondary School
Bielsko-Biała, Poland
IB World School No. 061648

This document has been produced on the basis of and in alignment with the following IB publications:

- *Academic honesty in the IB educational context* (published August 2014; updated November 2016)
- *Academic integrity* (published October 2019)
- *General regulations: Diploma Programme* (published April 2014; updated May 2019)
- *Diploma Programme: From principles into practice* (published April 2015)
- *Diploma Programme: Assessment Procedures* (published 2018)
- *Diploma Programme: academic honesty* (2011)

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1. 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.

2. 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 ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3. Purpose of this document

The aim of this policy is:

- 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 and coordinator for support when completing assessment 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 Oxford Secondary School and the IB shows no tolerance.
- Explain to students precisely what penalties will be imposed should they be found guilty of misconduct.

4. What is academic honesty?

Academic honesty means that one’s own work is authentic and not a reproduction of other people’s work or ideas. Intellectual property rights must be respected and are often protected by law (copyrights on music, patents, movies, published books). In the arts, you may be inspired by other artists’ music or creativity. It is perfectly acceptable to be inspired by other artists’ work but the original source must always be acknowledged. As the IBO Academic Honesty Policy states: “The imitation of another artist’s work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.”

In most general terms concepts that relate to academic honesty are intellectual property, authenticity and proper conduct during testing and assessment procedures.

4.1 Definitions (*Intellectual property; Authenticity; Improper conduct*)

Intellectual property

There is a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must be aware that forms of intellectual and creative expression (for example works of literature, art or music) must be respected and are normally protected by law. The school faculty should make every effort to prevent students from intellectual property infringement.

Authenticity

Following the IBO: “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of a direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. (Academic Honesty, 2)

Improper conduct

Improper conduct is “...any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (Academic Honesty, 20) (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

5. What is academic misconduct?

Academic misconduct is defined 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.

5.1 Understanding plagiarism, collusion and duplication of work

Misconduct may include:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit referencing. Plagiarism is passing

off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, inadvertently or intentionally. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence.

- **Collusion and collaboration:** Collusion involves supporting academic misconduct by another candidate – allowing one's work to be copied or submitted for assessment by another. Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalised.
- **Duplication of work:** The presentation of the same work for different parts of the Diploma (An example would involve submitting the same piece of work for a History Extended Essay and the History Internal Assessment).
- All other forms of misconduct – see below.

5.2 Other forms of academic misconduct

Academic Misconduct also includes:

- Making up data for an assignment.
- Falsifying a CAS record.
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smart watches or other form of smart technology, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate.
- Referring to, or attempting to refer to, unauthorised material that is related to the examination.

- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorised calculator during an examination.
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations.

5.3 How to minimise the risk of plagiarism:

- Acknowledge all ideas and work of other persons no matter the source.
- Acknowledge the source of all materials that are not originally your own – do it in references and bibliographies.
- Each and every time you quote verbatim, include the passage within quotation marks and provide references. Remember to not only include books but also computer programs, websites, newspapers, and any other electronic or other sources in your Bibliography.
- Remember to put down information concerning the source of any images or audio material.
- Each time you paraphrase a passage make sure to give a reference to the original.
- When giving oral presentations, state whose works, words, ideas you are referring to do not copy work from your peers.

6. Investigating malpractice at school

When there is reason to believe that malpractice has occurred, the following steps will be taken:

- the teacher will inform the IB Coordinator about the incident;
- the teacher will investigate the matter with the student(s) involved; the teacher may ask the IB Coordinator for assistance;
- the teacher and IB Coordinator will inform the Head of School about the incident and the outcome of the investigation;
- the parents or legal guardians of the student(s) will be notified by the teacher and IB Coordinator of the incident;
- the letter will be placed in the student's files;

- if the student denies (in written form) the charge of malpractice, or several students are involved in the incident, and the teacher is incapable of thoroughly investigating the matter, an Academic Integrity Committee will be appointed to hold a hearing and investigate the charges of malpractice.

The Committee will:

- inform the parents or legal guardians prior to the hearing;
- invite the student(s) involved to appear before the committee with a view to explaining the incident;
- interview other staff members and students related to the inquiry if relevant;
- decide on the disciplinary consequences;
- present the outcome of the hearing and the disciplinary consequences in writing to the student(s), parents or legal guardians;
- in cases when a student has been found guilty of academically dishonest behaviour, a formal letter will be placed in the student's file;
- students' due process rights will always be ensured (students and parents or legal guardians have a right to see evidence, statements, reports and correspondence about the case).

The Academic Integrity Committee may uphold the teacher's/coordinator's decision about the disciplinary consequences, or institute more or less severe consequences. Should a student be dissatisfied with the decision taken by the Academic Integrity Committee, he/she may appeal to the Head of School.

6.1 Actions that may be taken in case of alleged academic misconduct

6.1.1 Procedures – recording, reporting and monitoring

Teachers are expected to regularly update grades in online grading system called mobiDziennik. Teachers are expected to regularly include formative assessment and after finishing important part of the course – summative assessment. Summative assessment must be made according to school standards and policies. Students must regularly receive meaningful feedback so they may improve prior to summative assignments.

Teachers participate in conferences with parents/guardians and are expected to answer course-related questions via mobiDziennik.

IB teachers are required to submit all grades in a timely and orderly fashion.

6.2 Consequences resulting from malpractice

6.2.1 Internal consequences of malpractice

Any work that violates the rules of academic honesty will receive zero as a grade.

The zero will have an effect on a semester grade in accordance with the school assessment policy the student will be obliged to re-do his/her work following the teachers guidelines, if malpractice is discovered before his/her signing the coversheet. Work required for internal school purposes cannot be re-done if the student repeatedly violates the rules of academic honesty, it will have an effect on the student's behaviour grade, which will be lowered accordingly.

A formal letter will be placed in a student's file, describing the incident as relevant in cases of persistent malpractice, the student may be removed from the DP.

Cases of persistent malpractice on the part of the DP student will be included in the student's files sent for university application purposes.

In cases of persistent malpractice the Head of School, after taking IB Coordinator's opinion into consideration, may refuse to register a student as an IB diploma candidate.

If a student has submitted work for either internal or external assessment and signed the coversheet, thus declaring that the work is the final version and authentic, neither the work nor the coversheet can be retracted. In the case of suspected malpractice, there is no defence to claim that the incorrect version of the work was submitted in cases when an assignment is submitted to the IBO for assessment, and the work is subsequently suspected of malpractice, the IB Coordinator will inform the IBO that the final work is affected by malpractice.

6.2.2 External consequences of malpractice

Consequences imposed by the IBO:

- in the case of 'academic infringement', when the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject;
- if a work or a piece of work has been plagiarized, no grade will be awarded in the subject concerned, which results in no diploma being awarded to the candidate;
- if a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the candidate may not be permitted to register for examinations in any future session;

- misconduct during an examination will result in no grade being awarded in the subject concerned, which results in no diploma being awarded to the candidate;
- if a student falsifies a CAS record, the CAS requirements will need to be completed within 12 months, but the diploma will not be issued until one year after the diploma session;
- if after the award of the diploma (e.g. during an enquiry upon results), it is established that the candidate is guilty of malpractice, an IB diploma, or a certificate, may be withdrawn from that candidate;
- In dealing with cases of malpractice, the IBO ‘will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence’. (Academic Honesty, 17)

6.2.3 The rights of the student, if suspected of a breach of academic honesty

Students who are under investigation:

- are informed of the fact;
- are heard and required to submit a written defence to the Academic Integrity Committee;
- are given time to prepare a written response in which they address the suspicion of academic malpractice or misconduct.

7. How to ensure authenticity of work

7.1 Examples of good referencing and good exam practice

- presenting your own individual written or oral work for assessment;
- documenting source material in a formal and appropriate manner – that includes acknowledging all ideas and work of other persons no matter what source they come from (including internet); when using specific extracts it means acknowledging in writing one of these ways:
 - Footnote (words, images, ideas must be easily identified e.g. you can use a numbered footnote to acknowledge it).
 - Bibliography (listing all sources preferably in the alphabetical order at the end of a given text in the style agreed).
 - Quoting, citing the name of the author (paraphrasing the citation is allowed but the source of it must be identified).
- using the reference style adopted by the school (**Harvard or MLA**);

- including the following information in the bibliography: name of the author, date of publication, title of source and page numbers as applicable;
- being critical with regard to the internet (essays and other pieces of work should be mainly based upon academic literature since internet sources are not always reliable).

7.2 Examples of poor referencing and unacceptable practice

- copying the internal assessment of other students;
- giving another student one's own work to copy;
- using notes during an examination unless permitted by the examination rules;
- using notes during a test unless it is allowed by the teacher;
- presenting material written by another person as one's own;
- writing essays or other forms of homework for another person;
- presenting the same written work for different assessment components;
- using several different styles while presenting sources;
- not including in the bibliography some vital elements for identification e.g. the date of publication, the name of the author, title of source, page numbers as applicable;
- not clearly distinguishing between student's words and those of others (e.g. not using quotation marks followed by an appropriate in-text citation accompanied by an entry in the bibliography);
- fabricating data;
- too much assistance and collusion (not acknowledging the words or ideas of others where collaboration has occurred).

7.3 Acceptable documentation styles

To avoid the risk of plagiarism:

- acknowledge all ideas and work of other persons no matter what source they come from;
- clearly and accurately acknowledge the source of each and every piece of material that is not genuinely your own – do it in references and bibliographies;
- include not only books and journals but also CD ROMs, computer programs, websites on the Internet and any other electronic sources in your acknowledgements;
- acknowledge the source of any photographs, illustrations, maps, graphs, data, audio-visual material;
- if you quote verbatim, include the passage within quotation marks and provide references;

- do not paraphrase a passage without making a reference to the source;
- when giving oral presentations, state whose works, words, ideas you are referring to;
- do not copy work from your peers; even if you have worked as a team, write your work;
- do not give other students your work to copy.

The following are examples of **acceptable documentation styles** suggested in the IBO EE Guide:

- American Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago/Turabian
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA) (EE Guide 2013, 16)

You can find more on the Internet by writing “academic referencing” and browsing the sites of reputable universities which often present different systems.

Other ways to ensure academic honesty:

- do not present the same work for different assessment components and/or requirements,
- do not use notes during a test unless allowed by the teacher or permitted by the examination.

8. Support for the students from the school

Teachers understand that students have different needs and strengths. As a result, teachers assess students in various ways. Teachers provide multiple forms of assessment throughout the year as appropriate to the course.

Teachers provide needed support to help students make progress toward mastery and to allow them to actively engage in and reflect on their educational experience. While preparing students for IB summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student knowledge and skills.

Teachers do all that they can to be accessible to help students outside of class.

9. Responsibilities

9.1 The responsibilities of the Diploma Programme Coordinator

- ensure that all students understand what constitutes academic honesty, and authentic piece of work, and malpractice;
- ensure that all students are offered clear guidance on the skills of academic writing and acknowledging sources, and that they are fully aware of the penalties for committing malpractice;
- ensure that students and their legal guardians are provided with a copy of the school's Academic Honesty Policy.

9.2 The responsibilities of students

As students, your responsibilities in respect of academic honesty include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours.
- You are responsible for fully and correctly acknowledging the work and ideas of others.
- You are expected to review your own work before submission for assessment to identify any passages, computer programs, data, photographs and other material which require acknowledgement.
- You may be required to submit your work for testing via anti-plagiarism program. Failing or refusing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work to the IB.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.
- Once a student has 'signed off' the official IB DP coversheet, indicating that a piece of work is authentically his/hers, neither the work nor the coversheet can be retracted.
- You should be aware that teachers have the right to refuse to sign your coversheet if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB DP Coordinator. The IB will defer to the teacher's decision in this case.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.

9.3 The responsibilities of teachers

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work which may not be the authentic work of the student.
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessments.
- Teachers are strongly encouraged to use anti-plagiarism programs to check major assignments. It must be used for final versions of the Extended Essay, the TOK essay, and where possible, all final IAs.
- Any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP Coordinator.
- If the coordinator or teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggest that one of two possible courses of action may be adopted:
 - The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline.
 - If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.
 - An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.

The school may make further decisions, in line with its own disciplinary policy, which may include suspension or expulsion, in addition to, or even prior to, the suggested course of action noted above. If plagiarism is detected by a teacher or Coordinator after a candidate's work has

been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

9.4 The responsibilities of the school

- To properly inform students and parents about school policy regarding academic honesty.
- To supervise teachers and their execution of school policy regarding academic honesty.
- To enforce school policies and set proper consequences for disobeying them.

9.5 The responsibilities of the school librarian

The IB Librarian is a very useful resource for all DP students and teachers. The librarian is an expert in the area of academic honesty, and can provide ethical guidance alongside information on the most appropriate citation system to use in each DP assignment, particularly the Extended Essay.

9.6 The responsibilities of parents/legal guardians

- Encourage your son or daughter to plan each assignment so that they can meet deadlines with ease.
- Provide support with the scheduling of their work, as your son or daughter may have many assignments to complete. Most students state that the reason they did not act honestly is related to a lack of time.
- Let your son or daughter do his or her own work, but show them how to research and plan their work.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- If your son or daughter is having difficulty with their work, encourage him or her to ask a teacher for advice.

10. Academic Honesty Policy review

It must be highlighted that all DP teachers are equally responsible for developing the policy, implementing it and introducing any necessary modifications. The DP Coordinator ensures that any new or updated documentation with regard to the Academic Honesty Policy provisions, which is published by the IB, will have its reflection in the school's operating policy. Also, each DP teacher's suggestions in this matter will be taken into account and discussed in terms of their relevance to the documents. For the purpose of a regular review of the policy it has been

agreed that the DP Faculty meets on a yearly basis to discuss how the policy is working and implement any modifications, if applicable.

11. Communicating the Academic Honesty Policy

The policy will be presented to all DP students at the beginning of DP Year 1. Their attention will be directed to examples of both good and unacceptable practices and the consequences of breaching the policy provisions. The policy will be also communicated and explained to parents or legal guardians at the beginning of DP Year 1 at an information event in order to ensure they realize the potential consequences and will make every possible effort to support their children in abiding by the policy. Both students and their parents/legal guardians are expected to sign a document stating that they have read, understand and respect the principles of Academic Honesty. Similarly to other school documents connected with the Diploma Programme, Academic Honesty Policy will be made available to parents and students via mobiDziennik – the school’s online register, which they can access with login details provided by the school.

12. Roles and responsibilities for training new teachers

All new DP teachers are required to undergo training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. It is the DP Coordinator who is responsible for the general training (curriculum, assessment, ATLs, TOK integration etc., policies and other documentation) and if possible, the new teachers should be also trained by DP subject or core teachers in the specific requirements and practices. The new teachers are required to attend the first online workshop available provided by the IB Professional Development service.

13. Links to other school policies

This policy has been produced in alignment with other school policies regarding the Diploma Programme and for any matters that are not specified herein the relevant policy should be referred to.

14. Final provisions

- In this ‘Academic Honesty Policy’ our school makes it clear what academy honesty is and how to ensure it in practice.

- All IB students will be introduced to this document by the DP Coordinator at the beginning of DP Year 1. If any explicit information with regard to specific assessment components will be required or requested by students, it will be discussed by subject teachers at the start of the course.
- All IB students will be clearly informed of the consequences of malpractice, both internal and those imposed by the IBO.
- Teachers must make every effort to ensure students adhere to the rules of academic honesty and support them in this respect.
- The IB Coordinator will provide the students with the ‘Conduct of examinations’ rules prior to the May session exams and these will be discussed in detail.
- For any matters not directly addressed herein, the current IB publications should be referred to.

15. Student and parent/legal guardian declaration of having read the Academic Honesty Policy, understanding of its provisions and agreement to abide by it.

After being informed about the rules and practices concerning academic honesty and reading the school Academic Honesty Policy students and parents are requested to sign a declaration saying that they have read the policy, understand it and agree to abide by it.

The declaration reads as follows:

I declare and confirm that I have read the Academic Honesty Policy, understand it and agree to abide by it.

I am fully aware of the consequences of the infringement of the policy provisions and breaking academic honesty rules, which may result in the student not receiving a diploma if the assignment is found to be plagiarized by either Bilingual Academic Oxford Secondary School or The International Baccalaureate Organisation (IBO).

Student Signature : _____ Date: _____

Parent’s Signature: _____ Date: _____

(Legal guardian’s signature)

16. Candidate Academic Honesty Declaration

Students are required to sign a Candidate Academic Honesty Declaration for every piece of work they have produced and submitted. All declarations are collected by subject teachers and stored in a specially designated file by the DP Coordinator.

Bilingual Academic Oxford Secondary School

Candidate Academic Honesty Declaration

Name of the Candidate: _____

Candidate No.: _____

Session: May 20____

Assignment Name: _____

I declare that the attached assignment is wholly my own work, and that no part of it has been:

1. copied from any work produced by other person(s)
2. provided by other student(s)
3. taken from other person(s) program
4. copied from any other source including websites.

I declare that all referenced work from other people has been properly cited and documented on the reference list.

I further declare that I am aware of what plagiarism is and the consequences thereof as per the Academic Honesty Policy of International Baccalaureate Organisation (IBO) and Bilingual Academic Oxford Secondary School.

Student Signature : _____ Date: _____