



Superior C.V.I. – IB Academic Honesty Policy

Philosophy:

“Academic Honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling, and taught skills.” (Academic Honesty document, IBO, 2011)

At Superior C.V.I., we believe in the necessity of approaching the concept of academic honesty from a supportive standpoint; this policy is built on a foundation of teaching and practicing the skills required to engage in academically honest practices from the beginning of the preparatory programme through to the completion of the diploma. Our goal is to provide opportunities to train all of our students to understand intellectual property and authenticity and to develop the skills and knowledge necessary to apply an understanding of these concepts to their academic work and to the real world. All aspects of the Learner Profile are exhibited in the student who consciously makes an effort to maintain academic honesty. Through teaching the skills of sound research and citation methods, we promote the IB Learner Profile which describes the IB student as a student who is: an **inquirer**, **knowledgeable**, a **thinker**, a proficient **communicator**, **principled**, **open-minded**, **caring**, a **risk-taker**, able to demonstrate **balance**, and is **reflective**.

The purpose of this document is to:

1. Define the terms associated with academic honesty/malpractice in the context of the IB Programme (preparatory and diploma programme)
2. Establish the roles and responsibilities of all stakeholders in preventing and/or detecting malpractice
3. Outline the IB’s requirements for authenticating candidates’ work
4. Describe the procedure followed by the IB and the school when investigating instances of suspected malpractice
5. Explain the rights of the student under investigation for suspected malpractice
6. Explain the penalties imposed by the school and the IB on students found guilty of malpractice

Terms:

Academic malpractice is defined as any effort on the part of the student to gain an advantage on an assessment task through dishonest means, including: plagiarism, collusion, or duplication.

Plagiarism is the deliberate representation of the ideas and/or work of another person as your own.

Collaboration may be defined as working with another person or group of people toward the achievement of a common aim. This is an open and cooperative endeavour undertaken for the purpose of exchanging ideas and building shared understanding.

Collusion refers to a student’s support of another student who has engaged in malpractice, which may include such actions as allowing another to copy one’s work and submit it for assessment.

Duplication is the presentation of the same work for different assessment components and/or diploma requirements.

Paraphrasing is the act of rendering another person’s words or ideas in a new style and integrating them into one’s writing. If done correctly, paraphrasing is a legitimate way to utilize a source that is acknowledged correctly.

Context:

Academic malpractice may occur in a variety of settings, but incidents are often detected in external assessments (Language A: language and literature HL essays, Theory of Knowledge prescribed titles, and Extended Essays), internal assessments (oral presentations, historical investigations, commentaries, field studies, lab reports, portfolio assignments), and examinations. While the appearance of academic honesty may vary between subject groups within the IB programme offerings, the basic principles remain the same. Although this policy is specifically designed for the submission of IB assessments to external examiners, the rules and regulations apply to all work completed during a student's time at Superior C.V.I.

Subject Considerations:

Group / Subject	Required Assessments	Academic Honesty Considerations	Preparation
Group One English	<ul style="list-style-type: none">Individual OralHL EssayExam	<ul style="list-style-type: none">proper acknowledgment of sources	<ul style="list-style-type: none">practice with paraphrasinginstruction on research methods and drafting research questionsinstruction on source citation using an accepted style sheet for the discipline
Group Two Second Language (French)	<ul style="list-style-type: none">Individual OralExam	<ul style="list-style-type: none">use of online translation programsoriginality of presentation	<ul style="list-style-type: none">opportunities to practice structuring presentation
Group Three Individuals and Societies (Geography/History)	<ul style="list-style-type: none">Fieldwork Report (Geography)Historical Investigation (History)Examuse of "sound and reliable sources"	<ul style="list-style-type: none">ethical collection of informationproper acknowledgment of sources	<ul style="list-style-type: none">data collection methodsdevelopment of research questionssource evaluationinstruction on source citation using an accepted style sheet for the discipline
Group Four Experimental Sciences (Biology, Chemistry, Physics)	<ul style="list-style-type: none">Internal AssessmentExam	<ul style="list-style-type: none">collusionfabrication of data	<ul style="list-style-type: none">practice using inquiry modeldata analysislab report writing
Group Five Mathematics	<ul style="list-style-type: none">Internal AssessmentExam	<ul style="list-style-type: none">originality/uniqueness of IA	<ul style="list-style-type: none">practice working within a designated timeframe
Group Six The Arts	<ul style="list-style-type: none">ExhibitionProcess portfolioComparative Study	<ul style="list-style-type: none">awareness of influences on workoriginality	<ul style="list-style-type: none">supervision/mentoring in relation to influencespractice

Citation and Acknowledgment of Sources:

Within each subject group, students will be guided by teachers on the methods appropriate for citing sources; however, the IB maintains that, as long as the student is using a recognized style sheet or method of documenting sources, they need not ascribe to one particular system.

Examples of recognized citation styles:

MLA Style

Provides guidelines for formatting essays and using the English language in writing. MLA style also provides students with a system for referencing their sources through parenthetical citation in their essays along with Works Cited pages.

<https://style.mla.org/mla-format/>

Chicago Style

Commonly used by teachers in the Humanities (most commonly History) for documenting sources used in the preparation of an essay. Chicago Style is most often associated with the use of endnotes or footnotes to acknowledge sources, rather than an in-text citation (as used in MLA or APA styles) as well as a comprehensive bibliography of sources at the end of the paper.

<https://www.chicagomanualofstyle.org/home.html>

APA Style

APA (American Psychology Association) is an author-date citation style developed mainly for use in Psychology, but has been adapted to other disciplines. In addition to an in-text author-date citation, APA also requires the use of a detailed list of works consulted at the end of the document.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Consequences of Academic Malpractice:

With respect to any tasks being submitted to the IB for assessment, the school will address any issues that arise concerning potential academic malpractice prior to submission. The following process will be followed to ensure adherence to the principles of the academic honesty policy:

- Students will sign a cover sheet for each assessment task which states that the work being submitted is authentically their own.
- Teachers will indicate on the cover sheet that, to the best of their knowledge, the work is authentic.
- Should a teacher suspect academic malpractice, they will scrutinize the work and its sources carefully and utilize plagiarism software for verification purposes.
- If a teacher discovers that a significant portion of the assessment task has been derived from another source, or if they have evidence that collusion has taken place, they will immediately inform the IB Coordinator, who will review the assessment task with the teacher.
- If malpractice is established, the IB Coordinator will arrange a meeting with the student, teacher and parent/guardian to discuss the situation.
- If the assessment has not already been submitted to the IB for evaluation, the school will issue consequences to the student, up to and including:
 - A mark of zero on the task

- A decision to disallow the submission
- A lowering of the student's predicted IB grade
- If the assessment has already been submitted for evaluation, the following will occur (in addition to the aforementioned consequences):
 - The IB Curriculum and Assessment Office in Cardiff, Wales will be informed of the suspected malpractice
 - The student will be removed from the IB subject, although their Ontario timetable may not change; this may result in a change from "diploma" to "course" for the remainder of the programme
- If the malpractice is discovered by an external examiner as part of the assessment process, then the IB will be responsible for issuing consequences. This will occur after engaging in an investigation with the teacher, student, parent/guardian and IB Coordinator and summarizing an interview with the candidate after the malpractice is discovered. Evidence provided by the school may include the student's rough notes, an early draft of the task, or a seating plan. The IB may also request a statement from the IB Coordinator explaining any mitigating circumstances (though it is not required that this be considered when rendering a decision).
- Throughout the process, the school will maintain confidentiality and ensure that the student takes an active role by explaining the situation from their perspective.
- If malpractice is confirmed by the IB, the consequences may include:
 - Withholding the final marks of the candidate or group of candidates until the issue is resolved
 - A final grade of zero on that component which, depending on the severity of the infringement, will result in either a lower grade in the subject or no grade being awarded
 - If no grade is awarded, the student will still receive grades in other subjects in which no evidence of malpractice has been found.
 - For a diploma candidate, this means that no diploma will be awarded to the student
 - An IB diploma or certificate may be revoked from a student should malpractice be discovered after final grades have been awarded

The Rights of the Candidate

1. The student has the right to proper and ethical instruction on academic honesty, including the provision of instruction and examples that exhibit proper citation of sources.
2. The student has the right to review the Academic Honesty Policy of the school, as well as to have access to the IBO Academic Honesty document.
3. The student has the right to be informed of all investigations of possible malpractice on their part; however, contact with parents/guardians will be done at the discretion of the Principal and IB Coordinator.
4. The student has the right to see the evidence of the alleged malpractice.
5. The student has the right to submit a written defence to IBO to address any allegations of malpractice without interference by the school.
6. The student has the right to be granted sufficient time to prepare this defence.
7. The student has the right to be informed of the school's or IBO's decision in a timely manner.
8. The student has the right to confidentiality regarding all suspected instances of malpractice.

9. The student has the right to know that no documentation regarding any sort of academic malpractice will be sent to a post-secondary institution, nor will any details be shared with such institutions; however, if malpractice is confirmed, the post-secondary institution will see that a student has received no grade in that subject.
10. The student has the right to an appeal, but only if it is apparent that due process was not followed in making the decision.

The Academic Honesty Contract

The purpose of the Academic Honesty Contract is to create understanding of what constitutes good academic practice and to reinforce those principles. Additionally, the contract is meant to make transparent the process for dealing with potential instances of academic malpractice.

At the beginning of Year One and Year Two of the Diploma Programme, students and parents will review the Academic Honesty Contract and meet with the IB Coordinator to review and sign to indicate their agreement with its terms.

Revised March 11, 2022



Superior Collegiate and Vocational Institute International Baccalaureate Student Academic Honesty Contract

The Academic Honesty Policy of Superior C.V.I.'s IB programme is rooted in the principles of the IB Learner Profile and aims to support students in developing these attributes:



By entering into this contract, I _____
agree to abide by the rules and policies that appear below.

As an IB student at Superior C.V.I., I must:

- adhere to the Code of Conduct for students of Superior C.V.I., as outlined in the S.C.V.I. Student Handbook
- familiarize myself with the principles of the IB Learner Profile and respect and uphold them through my actions and words
- always engage in honest academic practices that ensure my work is authentically my own
- complete assignments and homework by the deadlines set by the teachers
- attend all classes regularly and punctually
- complete and submit all required IB internal assessments, Extended Essay, and ToK Essay on time according to deadlines established and communicated by the teachers/coordinator

Failure to adhere to the Academic Honesty Policy will result in the involvement of parent/guardians and potential removal from IB subjects or the IB Diploma Programme.

Student name: _____ Student signature: _____

Parent/guardian signature: _____ Date: _____