



ALOHA COLLEGE

Academic Honesty

Policy Leaders:	Checked by:	Authorised by:
Head of KS5 – Elaine McGirl	Principal – Elizabeth Batchelor	Chair of Board – Rosa Gómez

Distribution List

✓	1	Board of Governors
✓	2	Principal
✓	3	Academic Team
✓	4	Administrative Staff
✓	5	Support Staff

Reviewed: October 2017



ACADEMIC HONESTY POLICY

Principled students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

-IB Learner Profile

Aloha College expects all its members to work with care, honesty, respect and effort. It is expected that these core values, as exemplified through the IB Learner Profile underpin the ethos of teaching and learning throughout the college regardless of the programme of study being followed. Skills of independence and self-reliance are encouraged throughout the learning experience and students must develop the positive behaviour that they need to demonstrate they complete their work carefully and honestly. According to the IBO, academic honesty is essentially making knowledge, understanding and thinking transparent. The purpose of this policy is to enable the teacher to guide, help and support our students to voice, present and write about their learning in a manner that is explicitly clear where and how they have constructed their ideas as such transparency needs to be taught throughout their education.

ACADEMIC MISCONDUCT:

The IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Categories of academic misconduct in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Falsification is the purchase and submission of written work by somebody else for assessment.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.



Responsibilities of the teacher:

1. Teach research skills, focussing particularly on evaluating the reliability of resources and sources.
2. Teach academic writing skills; provide opportunities to teach and develop the skill of referencing and citing consistently and correctly.
3. Monitor the writing process through supervision.
4. Encourage original research questions and/or titles in Internal Assessment projects and all written tasks in general.
5. Raise awareness of the importance of academic honesty in all assignments and awareness of misconduct and penalties.
6. Be a role model for the Aloha College core values.
7. Report on cases of suspected or actual academic misconduct.

Responsibilities of the student:

1. Make a genuine effort to learn to write academically; to correctly and consistently reference and cite work or ideas of others.
2. Use the guidance that your teachers has given you in each piece of work undertaken.
3. If in doubt, consult your teacher to avoid any incidence of misconduct.
4. Time management.

Sanctions for cases of academic misconduct:

All Internal Assessment projects and External Assessment work (TOK, EE) must include a signed coversheet confirming authentication of student work. If the authentication is questioned, this may result in no grade awarded by the IBO.

Category 1 incidences include:

1. Copying homework or allowing homework to be copied
2. Not properly citing or referencing work taken from another source
3. Allowing another student look at your responses during a test/PCT
4. Looking at another student's responses during a test/PCT
5. Not working independently on independent assigned tasks

The classroom teacher will deal with the incidence.

Logged on ISAMS as subject detention.

No grade will be awarded in the case of a PCT.

The student must redo the work for a grade in a timeframe specified by the teacher. This work may include Internal Assessment work to be submitted to IBO.

The incident will be reported to the Head of KS5.

Academic misconduct will be reported in the end of term report.



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Category 2 incidences include:

1. Accessing a test paper or sharing it with somebody prior to an exam/test.
2. Cheating through other measures during a test/PCT.
3. Submitting work which has been written by somebody else.
4. Disregard for referencing or citing work from other sources.
5. Repeat of incidences in category 1.

Such incidents are treated as severe and dealt with by teacher, Head of KS5 and if necessary Head of Secondary.

In addition to all the sanctions for category 1; the student may receive other consequences at the discretion of the Head of Key Stage or Head of Secondary School.

Investigating cases of suspected academic misconduct by IBO

The Exam Board takes academic misconduct very seriously. The Examinations Officer must inform the Exam Board of cases of suspected misconduct. In such cases or where an examiner suspects academic misconduct, the school will be required to conduct a formal investigation and provide documentation concerning the case.

Cases of academic misconduct will be presented to the Final award committee. The Final award committee will decide whether to dismiss the allegation, uphold it or ask for a further investigation to be made.

If the Final award committee establishes a case of misconduct; no grade will be awarded in that subject. The final qualification will not be awarded.

BIBLIOGRAPHIES, REFERENCES AND CITATIONS:

All work submitted during your IB/A-Level programmes must reflect **intellectual honesty** and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate bibliographies and references.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of academic misconduct.

A **bibliography** is an alphabetical list of every source used for your work.

A **reference list** should list only those sources cited in the body of the essay.

There are a number of different documentation styles for use when writing research papers. This purpose of this document is to apply the same style throughout your two years of study in all work you submit.

We are following the APA (American Psychological Association) style.

A **reliable source** is one you can trust. For example, an article written by a researcher and published in a peer-reviewed journal is likely to contain reliable information and thus would make a good source. On the other hand, a random website written by an unknown person,



for example, is less likely to be reliable, and thus we would not recommend you cite this source unless you have a good reason (e.g., to talk about the source's unreliability) or you verify the information yourself using other reliable sources.

A **primary source** presents information gathered firsthand, such as the results of an experiment or data from a survey. **Secondary sources** present information second-hand—an example would be a textbook summary of a topic or a Wikipedia article.

It is recommended that you use the most **up-to-date research** you can find on your topic. However, the meaning of up-to-date will vary depending on the field. Some fields develop faster than others, and even within a field, some information will remain relevant for a long time, whereas other information will become out-dated.

1. Citations

Non-Literal quotations and paraphrasing

This is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A summary or paraphrasing of any author's ideas or work must be acknowledged.

- a) If the sentence includes the surname of the author, you must **only** write the date using brackets:

Smith (2007) informs that an analysis of more than two hundred studies is sufficient and shows the relationship between social abilities and the development of academic progress.

- b) If the author is not included within the sentence, you must write the last name and date in brackets.

An analysis of more than two hundred studies is sufficient, and shows the relationship between social abilities and the development of academic progress (Smith, 2007).

- c) If there are more than two authors, you must cite their last names only once. In subsequent mentions, you only write the last name of the first author followed by the phrase et al.

The term emotional intelligence was used by Salovey and Mayer in 1990. (Smith, Brown & Aitken, 2006)

Regarding academic performance, Smith et al. (2006) found that emotional intelligence is not connected at all.

- d) If there are more than six authors, you must use **et al** after the first surname.

Smith et al. (2006) found that.....



Literal quotations

a) Short quotations (less than 40 words)

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

b) Long quotations (40 words or more)

Place direct quotations that are 40 words, or longer, in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout.

Jones's (1998) study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

2. Footnotes

For Literature or other subjects where one main work is used, footnotes can be used when giving quotations from the work.

¹ Blood Wedding p.64

² Ibid p.75



3. Bibliography

Your complete list of references should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your bibliography.

Your references should begin on a new page separate from the text of the essay; label this page "Bibliography" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

You can reference books, websites, videos, journals, etc.

a) Basic rule for books

Surname, (Year). Title. City: Publisher.

Monfort, M. & Juárez, A. (2008). El niño que habla. Madrid: Cepe.

b) Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), Gender issues across the life cycle (pp. 107-123). New York, NY: Springer.

c) Electronic books

Surname, (Year). Title. Retrieved from <http://www.xxxxxx.xxxx>

Sierra, M., Soler, E. (2008). La adquisición del lenguaje (2 ed.). taken from <http://books.google.es/books?id=85iXG...>

d) Internet articles

Online articles and printed articles follow the same guidelines.

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Online Periodical, volume number (issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who Make Websites, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>



d) Blog (Weblog) and Video Blog Post

Include the title of the message and the URL. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name.

J Dean. (2008, May 7). When the self emerges: Is that me in the mirror? [Web log comment]. Retrieved from <http://www.spring.org.uk/thelsttransport>

Psychology Video Blog #3 [Video file]. Retrieved from <http://www.youtube.com/watch?v=lqM90eQi5-M>