DPSI ACADEMIC INTEGRITY POLICY

This policy applies to and should be read by:

- all DPSI leadership team and administrators
- all DPSI members of staff responsible for the teaching and preparation of work submitted to the IB for assessment
- all DPSI School members of staff responsible for the delivery of IB examinations
- all DPSI students going through assessment and submitting work within the school and to the IB
- all parents and legal guardians of DPSI students going through assessment

Following IB standards were kept in mind while drafting the policy

Standard and Practices (2020)

Culture (03)

- 3. The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.
- 3.1 The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.
- 3.2 The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.

Learning (04)

- 4.1 Students and teachers comply with IB academic integrity guidelines.

Statement of Purpose

The purpose of this policy is to ensure that the school community at DPSI understands the role of becoming responsible global citizens as expected in the DPSI mission statement through **honesty.** The school administration to build **trust** through **fair** assessment practices. The school community follows the highest standards of ethical conduct to create an environment of **respect and responsibility.**

In keeping with the mission of DPS International and requirements of the International Baccalaureate, an Academic Integrity Policy has been agreed by the teaching faculty to promote, nurture and establish academic integrity as a core principle. All students, parent community, teachers and employees will need to understand and adhere to this policy. DPS International will inculcate and support academic integrity in teaching and learning as well as in administering all its programmes. Extracts of the policy are explained to students and parents during Meet The Teachers Day, they are mentioned in the handbooks and on the school website. The School Librarian plays a pivotal role in establishing the importance of referencing and citing in MLA format.

We are guided in our expectations and practices by self-management approach to learning of students and two of the IB Learner Profile attributes which describe students as:

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

Reflective: They give thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Defining Academic integrity:

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. (IB, Academic Integrity, 2019)

Academic Integrity at DPSI is a routine expectation of all members of the institution. All members are expected to demonstrate their commitment to the five fundamental values of honesty, trust, fairness, respect and responsibility.

To maintain honesty: At DPSI we believe that honesty is an indispensable foundation of teaching, learning, research, and service, and a necessary prerequisite for full realization of trust, fairness, respect, and responsibility. Academic policies and good practices send a clear message that falsification of data, lying, cheating fraud, theft, and other dishonest behaviors are unacceptable at DPSI.

To maintain fairness:
At DPSI we ensure that assessments are fair and all students are provided with equal opportunities. Assessments are valid, and are an accurate reflection of a student's achievement. Students, if found to engage in unfair means will be guilty of academic misconduct and shall be unfair on those who have complied with the rules, as stated in the Assessment principles and practices—Quality assessments in a digital age.

To maintain trust and credibility: At DPSI we believe that trust in academic qualifications is fundamental. It is an expectation that both students and the school adhere to academic integrity, and that trust is not broken with the IB related to the assessment process. Also, to maintain the environment of trust and credibility at DPSI we believe in corrective measures built on the thought of supporting students by counselling them and providing opportunities to reform their actions. It is visible in the penalty matrices that students although penalised yet are given appropriate counselling for a correct action in future.

To develop respect for others: We explain to our students that they must acknowledge ideas, words or work of others. The PLT, coordinators, librarian, teachers and parents are role models of academic integrity good practices.

To develop responsibility for one's own work: At DPSI we encourage students to take onus of their work and ensure that all work submitted is their own. Students and parents also sign an undertaking for academic integrity of all work submitted.

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic integrity.
- Enable students to understand what constitutes academic integrity and malpractice.
- Encourage students to look to their teachers and coordinators for support when completing assessed work in order to prevent any possible form of malpractice.
- 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 is a serious academic offence for which DPS International shows no tolerance.
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

Understanding Malpractice:

The IB defines **malpractice** as 'behaviour' that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

The school has zero tolerance towards academic misconduct of any kind. The responsibility for ensuring academic integrity rests with the students, teachers and administrators as well as with parents. The school will make every effort to fully investigate instances of transgression of the academic integrity policy. Infringement of the policy, whether intentional or unintentional, is malpractice which will be fully investigated and dealt with according to policy.

Malpractice includes:

- **Plagiarism:** The representation of the ideas or work of another person as the candidate's own, without appropriate acknowledgement, including copyrighted work.
- **Collusion:** Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** The presentation of the same work for different assessment components and/or requirements.
- Taking **unauthorised material** into an examination room.
- **Misconduct** during an examination, including any attempt to disrupt the examination or distract another student.
- **Copying** from another student or getting information available to another student during a test or examination.
- **Interfering** in the scholastic work of another student, for example, by stealing or misusing project reports, computer files and library materials.
- **Altering grades** awarded by a teacher**.**
- Using an unauthorised **calculator** during a test or an examination, failing to comply with the instructions of any member of the school's staff responsible for the conduct of the examination.

- **Stealing** or misusing examination papers.
- **Fabricating** or falsifying research data.
- **Offering** gifts or any kind of bribery to teachers or any school member to gain unfair advantage over other students.
- **Assistance** provided from parents or guardians or any other external agency that grant an undue advantage to the beneficiary over other students.

Investigating Academic Misconduct

The school will investigate each report of a possible violation of the academic integrity policy. The Head of School, Principals and IB Coordinators have the responsibility for upholding the policy. The teachers and other administrators will support and aid them in the investigation of the violation.

When the investigating administrator/teacher/committee identifies an offense or transgression, consequences will follow. Inadvertent first offences may only result in a warning, detention, and/or a note put into the file of the student, but more serious and repeated offences will lead to more severe consequences, from failing grades to suspension from school for a limited period of time or permanent expulsion for repeated offences. The IB's and the school's zero tolerance for malpractice is the foundation of the school's policy of academic integrity. Each and every instance of malpractice will be recorded and reported by staff to the Head of School.

Penalty and Consequences:

Please refer to the appendix to see the investigation flow and penalty matrices.

Consequences for MYP 5 and DP 2

In case a student's work submitted to IB for assessment is found to be plagiarised then the guidelines of Academic Integrity Policy of IB will be applied.

Conventions for citing and acknowledging original authorship

All DPSI students are required to know the correct methods of properly attributing sources whenever necessary. This means students will be taught to acknowledge their sources in an age appropriate manner. The school has adopted the Modern Language Association (MLA) referencing guide in all subject areas.

The students are also encouraged to read the IB document **Effective citing and referencing** to understand the effective citing and referencing of sources and influences used in academic writing and that this is fundamental to academic integrity.

Roles and Responsibilities:

The School librarian will be responsible for:

The Librarian will work in collaboration with the form/subject teachers to develop the research skills. In addition, the Librarian will ensure that MYP & DP students follow the Modern Language Association (MLA) style manual as displayed in the library and IT lab.

Teachers and administrators will be responsible for:

- **Knowing**, being committed to and complying with DPSI Academic Integrity Policy.
- **Giving** students reasonable time to finish exams and projects and giving effective feedback.
- **Making** students **aware** by displaying a copy of DPSI academic integrity policy prominently.
- **Making** a fair **evaluation** of all work submitted by students.
- **Securing** electronic materials from any unauthorized access. This includes changing of passwords etc. to protect the data on their laptops.
- **Acting as** a role model by always respecting DPSI academic integrity policy.
- **Ensuring** that all decisions and actions are made in the school's interest.
- **Using the** school facilities, resources, time and services appropriately and only for the school's purpose.
- **Reporting** accurately and transparently.
- **Applying** the school policies, rules and regulations consistently at all times.
- **Creating** an atmosphere of trust and respect.
- **Instilling** the Approaches to Learning (ATL) skills**.**
- **Ensure** that the candidates use only the authorized calculator during examinations and that students refrain from using it for examinations in which calculators are not permitted.
- **Educating** the students of consequences of discussing the examination papers within 24 hours of the examination on social media or face to face outside the school community.
- **Guiding** students within a reasonable limit so as to ensure that the student's research and ideas are not redirected.
- **Conducting** assessments that are authentic as per the conduct of examinations.

Students will be responsible for:

- **Knowing**, being committed and complying with DPSI academic integrity policy.
- **Reporting** any suspected violation of the policy immediately to the school authorities.
- **Respecting** others' rights. (refer to page 10 of this policy)
- **Maintaining** the highest standards of academic integrity in all of their own work at DPSI.
- **Ensuring** the authenticity of all work submitted for assessment.
- **Ensuring** all sources are fully and correctly acknowledged in MLA format.
- **Signing a** declaration stating that all work submitted for assessment is authentic and the student's own work.
- **Ensuring** that they do not expect over guidance in any academic endeavour.

Parents will be responsible for:

- **promoting** good academic practices and standards.
- **encouraging** academic integrity and supporting their child by modelling personal integrity.
- **supporting** their children in planning a manageable workload so they can allocate time effectively
- **understanding** what constitutes student academic misconduct and its consequences as per the penalty matrices
- **submitting** only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- **abstaining** from giving or obtaining assistance in the completion of work to their ward.
- **reporting** their ward's academic misconduct to receive timely guidance and counselling.

Academic Integrity in the PYP

- Students should bring originality to their work and then only submit their work. Creative ideas are always appreciated only if they are original and not copied.
- In the PYP, students will be opened up to the world of technology. They will also be guided by the teachers as to how to use this medium with responsibility in school.
- Students are encouraged to use the internet for research to enhance knowledge and develop new ideas. It should not be used as a tool to copy and paste information.
- Any work submitted by any student which is not original and authentic will be rejected and the student may be asked to submit the work again.
- Students must use their own language, creativity, ideas and expression to complete their work. If they copy someone else's ideas it should be acknowledged in the document.
- Copying work of art, music, dance without proper acknowledgement would be considered an offence.

Teachers

- Teachers will ensure that they communicate with students about learner profile attributes regularly and they themselves are academically honest in their work.
- Teachers will ensure that students are aware that creativity and originality in their work will be valued highly.
- Teachers will ensure that the students reflect on their work regularly. Reflection under the teacher's supervision will promote originality.
- Authentic and original work of students will be highlighted and made exemplary for other students.
- Teachers will give proper guidance to the students on how to create bibliography and give references.
- All the teachers can consult the school librarian in this regard as librarians are trained for creating bibliography and references.
- The work submitted by students is their responsibility. The teacher's role is to assess it and ensure that it meets the level of an IB Learner.

School

- The school will provide guidance and help to the parents to avoid academic misconduct in learners.
- Any student who is a regular defaulter will be sent for counselling. Parents of such children will be reported by the school and may also be called for counselling.
- The school will provide proper guidance on how to put references and bibliography in documents created by students.
- The school will share academic integrity policy with students and parents with all seriousness.
- The school will provide proper counselling to defaulters.
- The school will help teachers in highlighting the work of students who submit original work and work with proper references.

From: Academic honesty in the IB Jude Carroll IB Position Paper

Using others' work in the PYP

In the PYP classroom, teachers verify a "constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills" (Programme standards and practices, p. 6) through observation and conversations with learners. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student's own.

The school encourages academic integrity in PYP programmes by:

- discussing appropriate help regularly with parents
- ensuring parents and learners understand what the learner profile value of academic integrity means
- making clear what will happen if submitted work is not the learner's own.
- making Grade 5 students sign an academic integrity declaration before the start of PYP exhibition

Teachers encourage honest, creative, critical PYP work by:

- creating inquiry-based assessment tasks: a request to "Write about Mars" can seem to be an invitation to copy from sites like Wikipedia but creativity is encouraged by tasks that use information to solve a problem such as "Suppose you were organizing tourism to Mars, what would you need to find out and how would you market etc…"
- designing assessment criteria that value and reward the work required, rather than only the result
- teaching ways to acknowledge others: PYP learners can learn to use quotation marks to mark others' words or describe what help was useful and why
- teaching reflection on the learning process: reflective writing about sources as in "When I read about xxx, I thought…." values learners' hard work rather than stressing formal citation or demonizing copying.

The PYP learners' work will be creative and honest if learners are encouraged to show how they have used others' work: although to avoid plagiarism attention is necessary only in situations where the work being used is that of a named or identified person, in situations where original work is expected and where work is assessed, PYP learners will find requirements to acknowledge others' work less confusing if they apply this way of thinking to everything they do. (Note that "original" here does not mean novel or never done before; rather it is closer to the ideas underpinning constructivist learning where the learner constructs and makes sense of something independently and individually.)

Encouraging academic integrity in the MYP

All of the activities and approaches suggested in the PYP apply here, plus the **school** will support academic integrity in MYP programmes by:

- ensuring the school community understands the academic integrity policy; special care might be needed for learners joining the MYP from other educational settings where expectations might differ (Refer to admission policy and language policy).
- strengthening the use of curriculum planning to ensure consistent guidance on using others' work.
- providing collaboration time for in-house workshop by the Librarian for teachers;
- investigating on 'Turnitin', for a thorough check of plagiarism;
- educating the stakeholders and strictly follows the procedure that have been set for penalizing students when found guilty of malpractice;
- providing complete support to ensure safe storage of assessment material for smooth conduct of examinations.

Role of Secondary School Principal and the MYP Coordinator:

- share and educate all stakeholders of the General Regulations about conduct of examinations, principles of assessment and academic integrity policy;
- set up a thorough and clear procedure to investigate academic misconduct cases.
- ensure that the time table and internal calendar are appropriately and realistically drafted, facilitating students to meet the requirements of the programme;
- support the investigation flow when any case of academic misconduct is reported.
- counsel the student and the parents in case of any academic misconduct if required with the help of the school counsellor and MYP coordinator.

School Librarian

- will provide training sessions to all students on Academic Integrity and MLA citation which is the school's adopted format of citing resources. (refer to MLA citation document shared with school community)
- will provide additional training by following the investigation flow to the students involved in academic misconduct
- will keep the school community updated with the latest information by IB on academic integrity.

MYP teachers reinforce academic integrity by using the following strategies:

- providing students with a full understanding of the expectations and guidelines of all subjects,
- planning a manageable class work and homework workload so students can allocate time effectively to produce work according to schools and IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB and otherwise
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- stressing the scholarly role of the approaches to learning skills of information & media literacy, problem-solving and self-management
- cite sources wherever applicable
- making sure that assessment tasks, in the personal project as well as other subject areas, require inquiry and creativity.
- use 'Turnitin' as a plagiarism checker application wherever required to assess the authenticity of a student's work.

Assessment tools such as tests, projects, assignments, essays, reports and quizzes, will reinforce academic integrity through feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization. Teachers use differentiated strategies for teaching as well as for assessment. Students are provided with academic assistance to strengthen understanding of concepts. Academic chase-up is provided to students who may need self-regulation. Students with special needs are provided with inclusive access accommodations after a formal analysis by an external body. (refer to DPSI Inclusion Policy).

MYP students follow academic integrity by (refer to DPSI Assessment Policy):

- having a full understanding of the DPSI policies and the IB's policies
- responding to acts of student academic misconduct and report them to their teachers and MYP Coordinator
- responding to acts of school maladministration and reporting them to their teachers and MYP Coordinator. (refer to the school's complaints and concern document).
- completing all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- giving credit to used sources in all work submitted to the IB for assessment in written and oral materials and artistic products
- abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstaining from giving undue assistance to peers in the completion of their work or assessment.
- showing a responsible use of the internet and associated social media platforms.
- tracking use of resources and others' work and by applying their developing approaches to learning skills
- Cite sources of information using MLA format

- using appropriate ways to cite use of sources: acknowledgment is likely to be informal and general, for example, "I agree with what it says in [names book] about …". Use of bibliographies, quotation marks and reflective commentaries on others' work are likely to develop in complexity during the course of the programme.

Students' rights, if suspected of a breach of academic integrity

- Students may ask **parents** to be present in all meeting regarding the investigation
- Students will have a **counsellor** in all meetings regarding investigation
- Students may appeal against any penalty awarded to them by writing a formal apology letter and adding an undertaking to it addressed to the secondary school Principal.

Academic Integrity in the Diploma Programme

Keeping the IBO recommendations in mind it is our endeavour to carry forward the ethos of Academic Integrity that has been practiced since formative years. The Diploma Programme strengthens the culture of academic integrity that thrives in the campus at the level of PYP and MYP. In the Diploma Programme this core principle culminates into a lifelong practice in all future pursuits.

In the Diploma Programme we ensure that students:

- understand the academic integrity policy and the consequences of violating the ethos that has been cultivated in DPS International;
- develop the habit of citing / referencing / acknowledging the work of others if used in any of their assessments in all subject groups;
- ensure that all stages of their assessments are discussed and the planning documents for the Internal Assessments, TOK Essay and the Extended Essay are approved by the supervisors/ teachers;
- sign an undertaking that all work submitted by them is their original work;
- do not re-track their submitted work once it is submitted for evaluation and refrain from reusing their own work;
- do not expect over guidance from Supervisors and subject experts in their research work;
- use resources, social media platforms, internet and technology responsibly.

We ensure that DP Subject Facilitators:

- educate themselves of the importance of academic integrity and the consequences of its violation;
- know the level of knowledge, and skill of analysis and evaluation of each learner they are mentoring so as to gauge if the work submitted by a student is genuine;
- design activities and assessments that strengthen the understanding in students of academic integrity and eventually leading to elimination of chances of breach of academic integrity;
- and the School Counsellor organizes counselling sessions for students to reinforce the importance of academic integrity policy and ensure that students have understood the repercussions of not adhering to the policy;
- and the school Librarian provides appropriate referencing and acknowledge matter taken from various sources for presentations, or formative and summative assessments in the form of footnotes or endnotes;
- keep track of students' planning and progress forms for the extended essay as well as the internal assessments;

- the Librarian maintain an online database or citation generator to keep plagiarism under check;
- refrain from communicating 24 hours prior and post examinations with the outside school community comprising other local and overseas students, relative or acquaintance associated with the current session examinations as the assessments are held at different times across the globe as per the time zones set by IB;
- ensure that students give credit to others' ideas if copied/adapted in their work and are educated on the use of in-text citation and bibliography;
- follow all rules and procedures of conduct of examinations / submission of students' work;
- support and adhere to the thorough and clear procedure of investigation into academic misconduct cases;
- provide meaningful and restricted feedback which supports academic integrity culture;

School support in the Diploma Programme:

- the Senior Management Team believes the academic integrity policy so that the culture at DPS International can have a strong base;
- funds and organizes workshops for teachers and the Librarian on issues relating to referencing, citing and acknowledging resources;
- invests in 'Turnitin', for a thorough check of plagiarism;
- educates the stakeholders and strictly follows the procedure that have been set for penalizing students when found guilty of malpractice;
- provides complete support to ensure safe storage of assessment material for smooth conduct of examinations.
- supports announced inspection by IB during assessments to verify compliance to conduct of examinations.
- strongly recommend parents to support with adult supervision during virtual assessments and conduct viva voce of students who are suspected of any sort of malpractice.

Role of Secondary School Principal and the IB Diploma Programme Coordinator:

- share and educate all stakeholders of the General Regulations: Diploma Programme, conduct of examinations, principles of assessment and academic integrity policy;
- set up a thorough and clear procedure to investigate academic misconduct cases, immediate notification to IB in case of any breach of academic integrity detected in submissions and during conduct of examinations;
- ensure that the time table and internal calendar are appropriately and realistically drafted, facilitating students to meet the requirements of the programme;
- ensure smooth conduct of oral or written examination that follows all safety procedures including safe dispatch of examination scripts to IB.

Role of Parents:

- They must reinforce the practice of academic integrity with their ward;
- Ensure that they practice it so as to be role models for their ward;
- Support the efforts of the school in making their ward understand the importance of academic integrity and also support the remedial action in case their ward is found guilty of academic misconduct.
- Provide adult supervision during online assessments.

This policy is an instrument to prevent and detect academic malpractice, underpinned is the undeterred support of the school community to strengthen the culture of academic integrity at DPS International. This also acts as a guide to all stakeholders.

Bibliography

International Baccalaureate Organisation 2011. *Academic Honesty: Guidance for Schools*. Geneva: The International Baccalaureate Organisation.

Initial Committee: Head of School, PYP & MYP Principal, PYP Coordinator, MYP Coordinator and Diploma Programme Coordinator.

Scenarios and Exmaples: "Academic Integrity Policy - International Education." *IBO*, IBO, https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf.

Review

Drafted:	April, 2015
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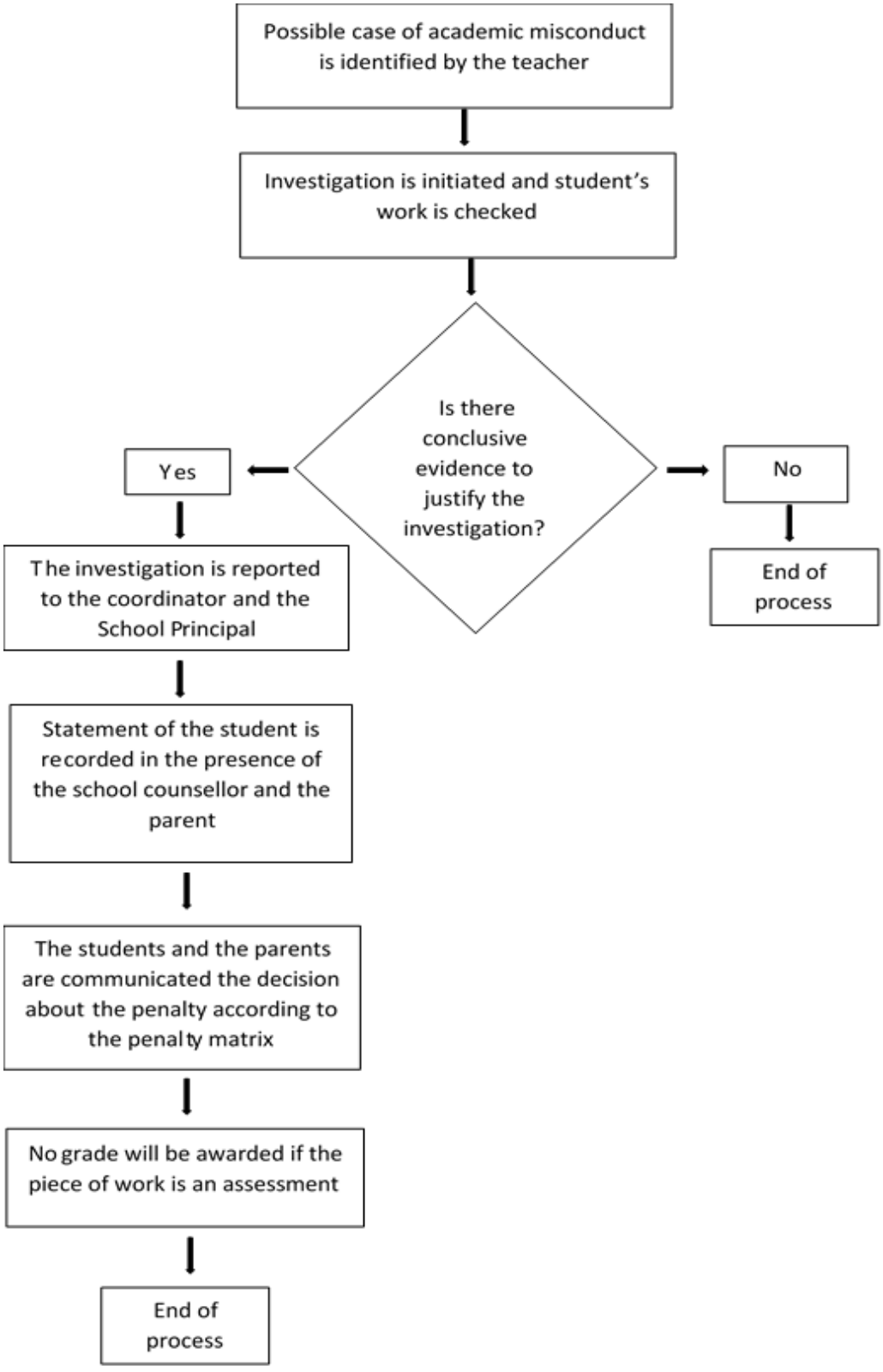
Updated:	July, 2019
Updated:	December, 2020
Updated:	February 2022
Last Reviewed:	June 2022

The school policy has been reviewed and updated as per the norms of academic integrity policy updated by IB on 21/10/2019.

Appendix I
Investigation Flow chart



Appendix 2
Penalty matrices

Penalty 1	Warning to the student. Two sessions with the counsellor and one with the school librarian to understand Academic Misconduct. No grade awarded to the piece of work if it is an assessment.
Penalty 2	Written warning to the student. Two sessions with the counsellor and two with the school librarian to understand Academic Misconduct. No grade awarded to the whole assignment if it is an assessment.
Penalty 3	Red card issued to the student. Two sessions with the counsellor and two with the school librarian to understand Academic Misconduct. No grade awarded to the whole assignment if it is an assessment.

Examples of Penalty matrices

Infringements	MYP 1	MYP 2 & 3	MYP 4 & 5 and DP 1 and 2
Plagiarism *Copying external sources.* Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	Penalty 1	Penalty 2	Penalty 2
Peer plagiarism *(i) Copying work from another student.* Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	Penalty 1	Penalty 1 Penalty 2	Penalty 2
Peer plagiarism *(ii) Students lending or facilitating their work.* Students shared their work before during an assessment without being aware that their work is copied or took no steps to prevent their work being copied or actively encouraged the copying of their work.	Penalty 1	Penalty 1	Penalty 1 Penalty 2

Collusion *Coursework only and when working collaboratively.* Work of students has similarities and/or identical sections.	Penalty 1	Penalty 1	Penalty 1 Penalty 2
Inclusion of inappropriate, offensive, or obscene material	Penalty 1	Penalty 2	Penalty 3
Duplication of Work Presentation of the same work for different assessment components or subjects. *Partial reuse of materials; penalties will be applied to both subjects with reused materials.*	Penalty 1	Penalty 1	Penalty 1 Penalty 2
Falsification of Data Presentation of work based on false or fabricated data.	Penalty 1	Penalty 1	Penalty 1 Penalty 2

Explanatory notes

1. Levels of penalty is awarded according to the seriousness of the incident
2. Any incident repeated more than 3 times calls for the highest level of penalty for any grade and any infringement.

MYP Scenarios / Examples of good practice	
Situation	Example
ePortfolio-Citing sources through annotated bibliography	A students submit a complete annotated bibliography to state the use of each source in the portfolio documentation
ePortfolio	To analyse the authenticity of the sources used, students do an OPLV or SWOT analysis and then include the resources in the bibliography
Personal Project/ ePortfolio	Students use the varied research methods such as primary and secondary research methods and summarize the research in their own words.
Collaborative tasks	For collaborative tasks, students provide their original ideas and respect others ideas by giving them credit for the same in any

	document	
MYP Scenarios / Examples of misconduct		
Situation	Example	Outcome
Plagiarism: ePortfolio	A student submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The student claimed to have made an honest mistake and forgot to add the bibliography. Written warning to the student. Penalty 1, 2 or 3 is awarded to the student. Student will be given two sessions with the counsellor and two with the school librarian to understand Academic Misconduct.
Plagiarism:Personal Project	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. Students will be given two sessions with the counsellor and two with the school librarian to understand Academic Misconduct. The students will be asked to remove the plagiarised content and create an original one
Inclusion of inappropriate, offensive or obscene materials- ePortfolio	During the completion of the oral component recording, an MYP candidate included an inappropriate joke which contained sexual content and references to religion. Offensive and derogative language was used.	Candidate will receive a warning letter and penalty1, 2 or 3 stated in the penalty matrices

DP Scenarios / Examples of good practice	
Situation	**Example**
Extended Essay - Citing sources and bibliography	A students submit a complete bibliography and include all references in MLA format in the extended essay. The same are also uploaded on ManageBac.
Creativity Activity and Service	Students complete all CAS experiences throughout 18 months and include in their portfolio genuine experiences with valid reflections and evidences.
Internal Assessments	Students use varied primary and secondary research methods and summarize the data collected in their own words followed by their own analysis and evaluation and conclusion with substantial evidence.
Collaborative tasks	For collaborative tasks, students provide their original ideas and respect others ideas by giving them credit for the same in any document

Plagiarism—external sources

Diploma Programme		
Subject	**Example**	**Outcome**
Extended essay (EE)	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 2 was applied and no grade, an "N", was awarded for the EE.

Visual arts higher level (HL)—exhibition	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3 was applied to the exhibition component, which resulted in no grade, an "N", being awarded for visual arts HL.
English A literature HL—oral component	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a penalty 3 for the oral component which resulted in no grade, an "N", being awarded for English A literature HL.
Diploma Programme		
Subject	**Example**	**Outcome**
History of the Americas HL—paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a penalty 3 for paper 3 and no grade, an "N", was awarded for History of the Americas HL.

Theory of knowledge (TOK)— essay	A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level penalty 3 for the essay component which resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	**Example**	**Outcome**
Economics HL— internal assessment	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received penalty 3 and no grade, an "N", was awarded for economics HL. Candidate B received penalty 1.
TOK—essay	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB school. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B	Both candidates received penalty 3 for the component which resulted in no grade, an "N", for the subject concerned.

	rewrote part of candidate A's essay but left many sections unchanged.	

Collusion

Diploma Programme		
Subject	**Example**	**Outcome**
Environmental systems and societies standard level (SL)—internal assessment	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received penalty 3 for the component which resulted in no grade, an "N", for environmental systems and societies SL.

Submission of externally commissioned work

Diploma Programme		
Subject	**Example**	**Outcome**
TOK—essay	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received penalty 3 for the component which resulted in no grade, an "N", for the TOK subject.

Inclusion of inappropriate, offensive or obscene materials

Diploma Programme		
Subject	**Example**	**Outcome**
Theatre HL—research presentation	During the completion of the 15 minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received penalty 2 warning letter.

Duplication of work

Diploma Programme		
Subject	**Example**	**Outcome**
Environmental systems and societies—extended essay and mathematical studies SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received penalty 3 which resulted in no grade, an "N", being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized material in the examination room

Diploma Programme		
Subject	**Example**	**Outcome**

Biology SL—paper 2	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five minutes reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
Chemistry HL—paper 1	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school's IT department. As the candidate was in possession of unauthorized material, they received penalty 2 and zero marks for the examination paper.

Business management—paper 2	After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.	Candidate received penalty 3 —no grade for the subject—as there was evidence of possession and use of the mobile phone.
Mathematics HL— paper 1, non-calculator exam	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received penalty 3 for paper 1 and no grade, an "N" was awarded for mathematics HL.

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	**Example**	**Outcome**
Physics SL—paper 1	When entering the examination hall, a candidate refused to sit in his allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, he maintained his disruptive behaviour. He was warned by the invigilator but became increasingly aggressive and was eventually removed from the examination hall.	The candidate received penalty 3: zero marks for component.

Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	**Example**	**Outcome**
Psychology SL—paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of Candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that Candidate A was receiving information via a pair of wireless headphones from another candidate, Candidate B, who was in a different room. Through a	Candidate A received penalty 3 — no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting another candidate(s) in committing an act of academic misconduct" category.

	"cough code", Candidate B identified and read subject relevant information to assist Candidate A in completing the examination.	

Breaches that threaten the integrity of the examination

Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	**Example**	**Outcome**
English A literature SL—paper 1	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received penalty 2: zero marks for component.

Sharing examination content before or during an examination, or within 24 hours of scheduled ending

Diploma Programme		
Subject	**Example**	**Outcome**
History HL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message	Candidate received penalty 3 for the subject concerned.

	on a social media platform expressing how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	
Chemistry HL— paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
Biology SL— paper 2 and paper 3	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on exam content. The source was located and the candidate in question identified.	The candidate received penalty 3 across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	**Example**	**Outcome**
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading pre prepared responses to exam questions using a wireless headset.	Candidate received penalty 3, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

Failing to report an incident of academic misconduct

Diploma Programme		
Subject	**Example**	**Outcome**
History SL, biology **HL and mathematics SL**	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live exam content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Candidate received penalty 3 for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.