

Gymnázium a SOS Rokycany (G+SOS) is a state grammar school with more than a century of tradition and provides students with general education in a four-year and an eight-year programme. IB Diploma Programme (IBDP) is implemented in one of the four-year programmes, comprises the last two years of study there and is based on a curriculum called *Inspiration and Knowledge in Context*. The aim of the educational process is to guarantee universal and complex development for each student including motivation for lifelong learning, creative education and promotion of logical thinking and problem-solving techniques. We are not aiming for a particular focus or field; our priority is a satisfied student supported by an individual approach. The following policies (Admissions Policy, Academic Integrity Policy, Assessment Policy, Inclusion/Learning Support requirements Policy, Language Policy) have been elaborated to provide framework for the educational processes at Gymnázium a SOS Rokycany and to present our school's attitude towards learning and teaching.

Academic Integrity Policy

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The IB recognizes that academic honesty is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.” [Diploma Programme: Academic Honesty, (July 2011) p2]

At Gymnázium a SOS Rokycany academic honesty forms a fundamental part of the learning process and is created as a result of continuous coaction of the educational environment culture, student-teacher cooperation as well as parents and school community involvement and is closely related to the school's mission statement:

Gymnázium a SOS Rokycany is committed to supporting students as independent individuals and life-long learners who value honesty, diligence and fidelity. We encourage students to reach their potential whilst promoting international-mindedness and respect for all cultures and people across the globe. We provide our students with a felicitous educational environment that endorses learning, recreation, cognitive and physical as well as social and creative skills.

All students, members of the school community, administration and parents are required to observe the principles of academic honesty. Two of the IB Learner Profile attributes can be mentioned as an illustration of such behaviour:

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

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1. Philosophy of Academic Honesty

It may seem easier to clarify to students the definition of academic dishonesty, referring to cheating or plagiarism and academic misconduct in general. However, we believe the topic should be perceived in a positive way and teachers ought to emphasize the assets of work or research that has been done in a proper way. Therefore, the overall understanding of the basic meaning and significance of academic honesty is

crucial. If words and ideas of others are used they are fully acknowledged and properly cited. Students always adhere to rules relating to proper conduct in examinations. The policy concerns all types of work or assignments whether performed at school or at home.

In the two years prior entering the IB programme students complete a course called *Self-knowledge and personality development* in which they discuss basic principles of honesty and moral behaviour. When entering the IB programme students at Gymnázium a SOS Rokycany sign a contract where such principles are emphasized and their legal representatives are also informed of all the rules and regulations.

2. Purpose of an Academic Honesty Policy

The students at Gymnázium a SOS Rokycany must be aware of the aspects that are related to academic honesty such as intellectual property and authenticity. However, theoretical knowledge of the principles is not sufficient and practical skills must be applied to various types of students' work and assignments. Consequently, all students should take responsibility for their studies and know and fully understand the principles of proper academic conduct and generally accepted standards and requirements of academic honesty. The aim of this document is to provide framework of the required principles and rules and guidelines to implement the policy in the school environment.

3. What is academic misconduct

The following behaviour can be defined as cheating:

- Unauthorized receipt or distribution of exam, test, materials, or answer key
- Giving or receiving information, looking at someone else's paper, or allowing someone else to see one's paper during an exam, test, or quiz
- Copying work assigned to be done independently or letting others copy one's work
- Use of unauthorized resources such as notes during an exam
- 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
- 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

The following behaviour can be defined as plagiarism:

- Presenting another's work as one's own including copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, art, photographs, and other similar works without appropriate and transparent referencing
- Using an author's argument or point of view and representing them as one's own. Parents and tutors may be consulted as resources, but they are not to complete assignments for students. It is appropriate for parents and tutors to help students by asking questions to clarify their thoughts or by discussing concepts and ideas related to an assignment. Assistance beyond this level can result in plagiarism or cheating.

4. Roles and Responsibilities:

Librarian

The librarian works in collaboration with all DP tutors and especially with TOK and EE coordinators to develop the research skills that are necessary for proper academic conduct. In addition, they also ensure the

students adhere to principles of academic writing and can provide ethical guidance alongside information on the most appropriate citation system to use in each DP assignment, particularly the Extended Essay.

DP teachers

Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also model good practice and be attentive in addressing all instances of academic misconduct in a timely manner to prevent further malpractice.

All DP teachers are also responsible for teaching, monitoring and assessing the research skills in order to provide students with the tools necessary to maintain academic honesty. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative.

Coordinator/Administration

Coordinator and school leadership team should guarantee that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the standard in an open and fair way. They should also maintain fairness and consistency, provide a safe environment and professional development for teachers, promote parent awareness and generally assist student learning.

Student

Students are required to act and behave according to the guidelines outlined in the *Gymnázium a SOS Rokycany Code of Conduct*. Students must be aware of the meaning of concepts such as academic dishonesty, intellectual property and plagiarism. Students should clearly understand the school's expectations and their responsibilities with regard to producing authentic work. Students are also obliged to observe the deadlines for any type of submitted work or assignments.

Parents

Parents should speak to their children about the need to be honest and why it is important to be so in terms of academic progress. They should also promote safe, fair and inspiring learning environment.

5. Monitoring of Academic Honesty:

Whenever suspicion arises of students' proper academic conduct, such as plagiarism, cheating or collusion the case will be discussed with the form teacher, IB coordinator and the principal. The student will be informed in detail of the case and the matter will be investigated. The student has the right to reply and defend herself/himself in the presence of the teacher, coordinator or the principal.

5.1. Sanctions – academic misconduct

The following sanctions, specific for IB DP students, follow and do not replace the regular Code of Conduct for G+SOS based on Czech school legislation. They are introduced to facilitate adopting the basic ideas of a sincere and honest approach to study. It provides for internal and external sanctions to enable the school to respond to any occurrence of academic misconduct.

Internal sanctions are imposed by the school if academic misconduct occurs during the regular summative assessment in subjects not connected to the IB Diploma assessment.

External sanctions are imposed and relate to all DP corresponding work included in the final evaluation (internal assessment, final examinations, TOK evaluation, CAS components, EE...)

In some cases, however, both internal and external sanctions are applicable, so the division into external and internal is not absolute.

5.2. Levels of academic misconduct

Level 1 - Unintentional violations of the academic integrity policy.

This behaviour can be a consequence of a low awareness level of academic honesty or unexpected conditions. A class teacher (for the first time) will consult and provide deeper information about academic honesty rules. If repeated, DP Coordinator checks the circumstances and decides whether misconduct will be assessed as being Level 2 or Level 3.

Level 2 - Deliberate violations of the academic integrity policy.

If the investigation provides evidence that the student has intentionally cheated or plagiarised then a reprimand will be imposed by a class teacher and the student fails the assessed work.

Level 3 - Flagrant disregard for academic integrity policy or egregious violations of the policy.

A student, fragrantly ignoring academic honesty, risks failing the whole IB DP Course (based on the school's Code of Conduct).

5.3. Internal Sanctions

Internal sanctions are applied for incidents relating to homework, classwork, internal exams, and mock exams not assessed internally and externally as a part of official IB DP examination work.

- **1st Offense:** Each work affected by academic misconduct (exams, papers, essays, tests) must be redone and submitted once more. A class teacher will provide deeper information about academic honesty rules. Parents or students over 18 are informed of the offence in a written form, and it is **not** stored in the student's school records.
- **2nd Offense:** The student's work is assessed with an appropriate mark (5) or zero points. The headteacher notifies parents or a student over 18 in a written form, the student receives disciplinary sanction, and it is stored in the student's school records.
- **3rd Offense:** The student fails the particular course and might be expelled from the school.

5.4. External Sanctions

External sanctions are those determined by the IB DP or the school itself based on IB standards.

External sanctions relate to academic misconduct associated to all work components assessed as a part of the final Diploma, i.e. IA, EE, TOK essay.

If plagiarism in the first drafts of the assessed components is suspected, internal measures will be applied (see above).

If misconduct is discovered later, e.g. after the final submission of the work or after sending it to the IB, an internal investigation will be carried out, and the following external sanctions will be applied. Nevertheless, the school reserves the right to apply internal sanctions parallelly, which may include expulsion from studies, refusal to allow a student to participate in graduation or other sanctions.

- If cheating is considered as minimal ("Academic Infringement"), zero marks will be awarded for the individual assessment, but it does not mean "N" grade for the whole subject (the same as Level 1 Internal Sanction).
- If all or a part of a task is found to be plagiarised, no grade will be awarded for the subject. Then, no diploma can be awarded.
- Academic misconduct while working on the exam papers in EA results in no grade for a particular subject. Again, no diploma can be awarded.
- Falsification of the CAS record leads to the award of no diploma within 12 months after passing the exam. A new CAS record must be completed within the specified 12-month period.
- In case of very serious or repeated academic misconduct (Level 3), the student may not be permitted to take the exams in the future.
- The IB diploma may be revoked if a serious breach of academic honesty is detected retrospectively.

6. Citation

Correctly acknowledging various sources is essential knowledge every student at Gymnázium a SOS must handle. Students must be aware that even unintentional representation of the ideas, words or work of another person without appropriate and transparent referencing is plagiarism. When working with

secondary literary sources, it is always necessary to make proper notes about the source to prevent confusion or unwitting usage of others' work as you may be working with multiple sources and forget where each piece of information was taken from.

The basic rule when citing is to ensure the reader knows exactly what idea was used and where the source was found. For that purpose, referencing and bibliographic citation are used. It is also crucial to distinguish between **direct citation (quotation)** and **indirect citation (paraphrase)**.

Students at our school are taught the APA style academic writing. Therefore, all examples of citing and referencing provided in this document follow the guidelines of the APA style. Furthermore, the school keeps abreast with the latest updates and changes in the APA style.

Direct citation

- the used text is the exact words of somebody else
- it includes the original typographical arrangement
- quotation marks are used with short citations
- quotation marks are not used with long citations
- the author, the work's publication year and the page are acknowledged

Indirect citation - paraphrasing

- the students own words are used to represent the idea
- it does not change the meaning of the original idea
- quotation marks are not used
- the author, the work's publication year are acknowledged, page may be acknowledged or omitted
- it is usually shorter than the original text
- it is more appropriate when the idea described is not unique or crucial

To paraphrase correctly you first need to fully understand the original text. Paraphrase is not created only by exchanging a few words for their synonyms.

6.1. Plagiarism

Committing plagiarism means representing as your own others' ideas, visual materials, graphs, charts etc. without properly acknowledging the author.

Samples of direct / indirect citation and plagiarism

The examples provided in this document represent only the basics of the APA style. As there are various sources from which students can cite, they are taught the differences throughout their studies. Furthermore, the examples are not cited from a real source. They are used only to illustrate how to cite according to the APA style.

Direct citation

Short quotations (less than 40 words and including the author's name in the text)

According to Votrel (2020), "learning any academic writing style is essential for all students" (p. 4).

OR

Votrel (2020) found "learning any academic writing style is essential for all students" (p.4); but which writing style is the right one?

Short quotations (less than 40 words and including the author's name in parentheses)

He claimed, "learning any academic writing style is essential for all students" (Votrel, 2020, p. 4), but he did not state which one is the best.

Long quotations (more than 40 words)

There are no quotation marks and it is written as a subsequent paragraph.

There are various academic writing styles. We have the APA style, the MLA style, the Chicago style, and many others. But there is one thing which all of them have in common. According to Votrel (2020): Learning any academic writing style is essential for all students. In higher education, all students are asked to write an academic work, or a thesis. And to achieve an adequately good work or a thesis, it is necessary for them to know how to write them. That is why learning any academic writing style is so important. And even though they may encounter a different writing style than the one they had learnt; the basics are all very similar. (p. 4)

Therefore, it does not matter which writing style students learn, but it is important that they learn at least one properly in order to write a good academic work or a thesis.

Indirect citation - paraphrasing

Votrel (2020) states that all students need to know at least one academic writing style, because at certain point in their studies, they will be asked to write in that style.

OR

All students need to know at least one academic writing style, because at certain point in their studies, they will be asked to write in academic style (Votrel, 2020, p. 4).

The sources will be credited as follows:

Votrel, M. (2020). Why learning academic writing styles is essential. GaSOS School Press.

Plagiarism of the following text with no acknowledgement (compare with the long quotation above)

There are many academic writing styles in the world. We have the APA style, the MLA style, the Chicago style, and many others. But there is one thing which all of them have in common. It is the fact that learning any academic writing style is essential for all students. In higher education, all students are asked to write an academic work, or a thesis. And to achieve an adequately good work or a thesis, it is necessary for them to know how to write them. That is why learning any academic writing style is so important. And even though they may encounter a different writing style than the one they had learnt; the basics are all very similar.

Therefore, it does not matter which writing style students learn, but it is important that they learn at least one properly in order to write a good academic work or a thesis.

6.2. What has to be cited?

If you represent others' ideas, visual materials, graphs, charts etc. it is necessary to properly acknowledge the author. If you use another author's data for your own graph or chart you must acknowledge the source. If you use another person's idea, opinion or results of work you must acknowledge the author.

When citing you must clearly distinguish what you claim as the author of the work and what is an idea taken from another author. Even in works where sources are properly acknowledged, it sometimes happens that there is no clear distinction between citing and commenting the quotation.

Another problem may occur when students use sources obtained at second hand using ideas from publications that were not available to them but only use through another person's work. This practice is permissible only in cases when the publications are rare or inaccessible and it must be clearly marked in the person's work.

6.3. What does not have to be cited?

Facts of common knowledge do not have to be cited. It may include the cornerstone of a certain field or anything that is considered to be general knowledge or generally known facts.

For example, when you write:

„... after signing the Maastricht Treaty in February 1992...“

It is not necessary to acknowledge the source as the date of signing the treaty is a generally known fact. On the other hand, when the whole passage is used word by word the source must be acknowledged.

„... The "Treaty on the European Union" which was signed in Maastricht on February 7th 1992, was the biggest step taken on the path to a political union in Europe since the Treaties of Rome in 1957. “ (Hellfeld 2009).

6.4. In text citation

- In the Czech Republic there are two commonly used citation systems either for quotations or when paraphrasing. The first is the Harvard style (the method of name and year) and the second is numbered citations (sources are given under specific numbers).
- It is necessary to choose only one style and be consistent throughout the whole work
- Do not forget that the bibliography must be adapted according to the chosen style. When using Harvard style, the year of publishing follows right after the author's name. When using the numbered citations, the bibliography is not listed in alphabetical order, but according to its occurrence in the text.
- If the source is acknowledged before a full stop it applies only to the given sentence. If the source is acknowledged after a full stop it applies to the whole paragraph up to the given sentence.

If you want to paraphrase text within one paragraph, the source is cited below the paragraph after a full stop. When you mention the author's name, the source may be cited in the middle of a paragraph. This citation then applies to the given sentence or a whole logical part.

Numbered citation

Sources are listed in the order they appear in the text. Every time you want to acknowledge the source you provide a number in brackets which indicates one source. If you make use of the same source again the same number is used. These numbers are then listed in bibliography. Therefore, the sources are not listed in alphabetical order.

Harvard style

When acknowledging the source mostly round brackets are used which include the author's name, year of publishing and as the case may be page range. The author's name is given in the following form: initial of the first name, dot, surname. If the author has more publications released in one year, they are marked as follows: 2000a, 2000b, 2000c, etc. These are listed in the bibliography in the same way in alphabetical order. The year of publishing follows the author's name (divided by a comma, the year is followed by a dot) and then it is not necessary to provide it in the following parts. If the author is not provided the citation will be as follows: (Anon, year of publishing) or the name of the publication is used instead of the author. If the year is not given the term "undated" is used.

Every citation is provided at the place where it is used in the text, e.g. **Vlach (1999) claims, that, ...according to Fischer (2009) the otter is...** or **this fact has been verified by many publications (Vlach 1999, Fischer 2009), "...stone crayfish inhabits small and medium watercourses "(Vostradovská 2001).**

If the publication has two authors the citation is as follows: e.g. **Vlach and Fischer (2004) indicate that...** or **"...seasonal influence of food on fish length have been described by a number of publications" (Halačka and Lusk 2005).**

If there are three and more authors, only the first author's name is used and then "et al". followed by the year of publication, e.g. **Štambergová et al. (2009).**

In text citation:

(Dupont, 1999) - 1 author

(Dupont and Durand, 2007) – 2 authors

(Dupont *et al.*, 2006) – 3 and more authors

6.5. Types of sources

In their work students should not use excessive number of references and only really relevant citations should be integrated. All the sources used in the text must be acknowledged and listed in bibliography. Reviewed sources are highly recommended to use. These could be publications or articles peer-review periodicals (paper or electronic version). Use internet sources only if there is no such analogous publication to be found, where the desired information can be obtained. All entries in the bibliography must correspond to references in the text and vice versa.

Bibliography

In the bibliography it is necessary to distinguish various resources, paper, electronic, publication, article or combination of the above.

Publication

Author . Year . Book title . Place : Publisher .

Pinker, S. 2002. *The Blank Slate*. London: Penguin Books.

If there is more than one author, there should be a comma separating the authors.

Seifert, K. L., Hoffnung, R.J. and Hoffnung, M. 2000. *Lifespan development*. 2nd ed. Boston: Houghton Mifflin.

Journal

Author. Year. Article Title. Journal Title volume (issue), pages.

If there is more than one author, there should be a comma separating the authors.

Dupont G. 2009. *The title. Knowl Manag Aquat Ecosyst* 90: 80–95.

Dupont A, Cortes RMV, Smith D. 2006. *The title. Knowl Manag Aquat Ecosyst* 382: 1–18.

Web document

Author or Editor (if available). Year (if available). Title [Online]. Place: Publisher (if available). Available at: web address of document [Accessed: day Month year].

If the author is unknown the term “anon” is used.

Bystřický V., 2011. *Blovický smyk po osmé*. Available at: <http://www.blovice.info/smyk8.php>, Accessed: 12th April 2013.

Anon, 2003. *Upíři existují*. Available at: <http://www.blesk.cz/upiri-existuji.html>, Accessed: 13th February 2013.

It is also very advantageous to use citation management sites to help you create citations correctly for your bibliography.

e.g. www.citethisforme.com, https://owl.purdue.edu/owl/purdue_owl.html

References:

Anon, (2020). [online] Available at: <https://www.kmae-journal.org/author-information/instructions-for-authors> [Accessed 8 Dec. 2020].

7. Policy Review

This policy is reviewed regularly every 2 years using the gained experiences and also updated to reflect changes in technology. This review process will include all stakeholders, such as teachers and students.

8. Conclusion

Everyone involved in the Gymnázium a SOS Rokycany school community must be aware of Academic honesty principles and procedures and abide by them. Academic honesty forms an essential part of the IB Learner Profile as well as Gymnázium a SOS Rokycany Mission Statement.

Contents based on:

Academic Integrity, (2019), IBO, Geneva, Switzerland
Academic Honesty in the IB Educational Context, (2014), IBO, Geneva, Switzerland
Academic Honesty Policy, Viborg Katedraleskole, 2018
Academic Honesty (2009, 2011), IBO, Geneva Switzerland
Academic Honesty Policy, Tamagawa Academy, 2020
Diploma Programme: From principles into practice, (2015), IBO, Geneva, Switzerland
Academic Honesty Policy, Dwight School Seoul, 2020

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Head of school: RNDr. Pavel Vlach, Ph.D.