Academic Honesty Policy
of the International School Grades 11-12
This document outlines the principles of academic honesty at the International School of Institut Montana Zugerberg and is to be used in conjunction with the document, academic honesty in the IB educational context (IB, academic honesty in the IB educational context)

1. Principles of Academic Honesty

IB learners strive to be “principled” (IB, IB Learner Profile)

*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.*

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic honesty allows you to develop and progress as principled and knowledgeable learners as well as thinkers and communicators. All of these qualities are part of the IB Learner Profile (IB, IB Learner Profile). It is very important to promote academic honesty, as the lack of academic integrity undermines the philosophy of any educational programme. Intellectual property borders have blurred, and students are not clear who owns the information available on the internet. Students engaging in academic misconduct miss the “learning opportunity”. Those who breach the regulations of academic work will find it easy to contravene the conventions in other fields.

The International School at Institut Montana takes academic honesty very seriously as it is necessary in order to correctly assess students and to support them in their learning. Academic honesty is promoted and observed by the whole school community. Failure to be academically honest can have very serious consequences. All IB students will be made aware of the academic honesty regulations and guidelines and will complete the academic honesty contract (attached to the end of this document) in which they agree to be academically honest.

2. Definitions and Examples of Academic Misconduct

The following guidelines outline definitions of academic misconduct and consequences of academic misconduct. Institut Montana adopts the IB organisation’s definitions of academic misconduct (Garza). These have been adapted to ensure understanding.

**Academic Misconduct**

The IB organisation 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.

**Academic Misconduct includes:**

- Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- Collusion: The secret or confidential process of working together with someone in order to cheat or deceive others; in addition to this, allowing somebody else to use your work, even if you do not benefit, is collusion, and therefore, malpractice
- Duplication of work: The presentation of the same work for different assessment components in the IB Diploma Programme requirements
- Any behaviour that gains an unfair advantage for a student, or that affects the results of another student (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record).
Academic Misconduct in Homework, Class Work and IB Assignments

- Plagiarism, collusion or duplication of work
- Failure to provide citations for any information taken directly from another source.

Academic Misconduct in Internal and External Examinations

- Submission of work for assessment that is not authentic work of the candidate
- Copying, collusion, plagiarism or reference to unauthorised material
- Communicating with any other candidate during an examination, and at other times specified by the invigilator
- Viewing another candidate’s material during an internal or external examination
- Impersonation of another candidate during an examination session
- Taking unauthorised material into an examination and failing to give this material to the invigilator immediately
- Stealing examination materials
- Disruptive behaviour during an examination
- Disclosure of information about the content of an examination paper within 24 hours after a written examination
- Falsifying a CAS record.

3. Consequences of Academic Misconduct

If, after an investigation, it is determined that a student has violated the academic honesty policy, their work will be subject to disqualification, and the student’s advisor and subject teachers will be notified of the incident. Students who are found to be academically dishonest will have to complete an Incident Report and this will be kept in the student’s file.

An Academic Misconduct Infraction

- in a homework or class work assignment will result in the work not receiving a grade
- in an IB assignment, will result in the student needing to complete their final assignment under timed conditions in front of their teacher or the school’s head of the IB Diploma Programme
- in their extended essay, the student may need to write a new extended essay with a completely new title, at the discretion of the IB faculty; if there is not enough time, the student risks failing the extended essay and therefore the IB Diploma Programme
- in which a student has falsified a CAS record will result in the student not being able to use this particular activity for the completion of CAS
- in a final version of a student’s internally assessed IB coursework, according to the International School’s promotion policy (section 3.1) (Institut Montana), will result in the student not being able to receive a final IB grade in the subject concerned, and therefore not being eligible for the IB diploma
- occurring during internal examinations, will result in the student not receiving a grade for this examination; consequences for this may include failure in that subject, or in extreme cases, failure to gain the high school diploma and/or the university or college will be informed
- occurring during external examinations, will oblige the school to inform the IB examining board; misconduct during an examination will result in no grade being awarded for the specific subject involved, and therefore no diploma can be awarded; an IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established.

A student acquiring more than three academic honesty infractions during the duration of their program could, at the discretion of the faculty, be removed from the IB Diploma Programme, according to the International School’s promotion policy (3.1) (Montana).
4. Guidance on Citations

4.1. The Purpose of Citations:
- To show respect for the work of others
- To give the reader the opportunity to follow up references
- To help a reader to distinguish between the work of the creator and the work of others
- To give the reader the opportunity to check the validity of creator’s interpretation
- To give proper credit for the research process
- To establish credibility and authority of one’s own knowledge and ideas.

4.2. What to Cite

Students are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Students are expected to honestly, accurately and clearly acknowledge, by references in the body of work, and/or in a bibliography at the end, each and every piece of material used in the production of their work. Written or electronic source materials may include visual, audio, graphic, lectures, interviews, broadcasts, or maps.

4.3. When to Cite

Citation is expected in the body of the creator’s work where the external source has been used. The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others. Including the reference ONLY in the bibliography is not enough.

4.4. How to Cite

There is no universally adopted referencing system for academic work, but there are several widely recognised ones that are used by most scholars and students. The IB and Institut Montana do not require one particular system and therefore students have the freedom to choose a system that is suitable to them and their subject area. Individual subject teachers should be consulted to discuss the most appropriate system. However, it is crucial that the academic referencing is done correctly.

- All ideas and work of other persons, regardless of their source, must be acknowledged
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged
- Information located via email messages, web sites on the internet, social networks and any other electronic media must be treated in the same way as information found in books and journals
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged
- Material cannot be paraphrased without acknowledging the source
- References must be included in all the right places in the work and other sources must be acknowledged for their ideas and facts
- Once a system has been chosen it must be used consistently throughout footnotes or endnotes and also in the bibliography.

4.5. Use of Turnitin

All written work uploaded through ManageBac will be submitted to Turnitin. This powerful software checks the submitted work for citation mistakes and plagiarism. Turnitin compares the student’s work to text in a massive database of books, articles, websites and student work. Students are allowed to upload their work to a deadline set on ManageBac, prior to the due date, to check for originality and possible citation errors. If Turnitin detects plagiarism students are allowed to correct their work without penalty and resubmit before the set deadline.
5. Works Cited


