

Montessori International College

International Baccalaureate
Career-related Programme

Academic Honesty Policy

Table of Contents

1. Purpose	4
What is Academic Honesty?	4
What is Academic Misconduct?	5
How is Academic Honesty Fostered at MIC?	6
College Values	6
Montessori International College Values	6
Learner Profile	7
The Teaching and Learning Programme	8
2. Student Responsibilities	8
What does it mean to behave ethically?	8
What does this look like in practice?	9
Collaboration versus Collusion	9
What happens if a student breaches the agreement?	9
Academic Honesty Agreement	10
Breaches of Academic Honesty - Flow Chart (School-based assessment)	11
3. Teacher Responsibilities	14
Authentication of Student Coursework	15
Turnitin	15
5. Parent Responsibilities	16
Academic Honesty Agreement	16
6. Evaluation and Review	16
7. Appendices	17
Appendix 1. IB Student Resource - Academic Honesty in the Diploma Program	18
Appendix 2 - Academic Honesty Agreement	20
Appendix 2.1 - IB Examples of Misconduct and Appropriate Follow-up	21
Appendix 2.2 - Guideline for cases of academic misconduct for IB Assessment	26
Appendix 3 - Teaching and Learning Programme	28
Appendix 4. Turnitin	39

1. Purpose

The purpose of this policy is to ensure that Montessori International College has processes and procedures in place to effectively implement an approach to academic honesty which is transparent, fair and consistent. It explains the role of different members of the College community and describes the rights and responsibilities of students, teachers, parents and other members of the school community. It clearly explains the school's approach to developing assisting students develop the skills and understanding so that they present work and undertake internal and external assessment tasks and examinations ethically - with integrity and honesty - and demonstrate the Learner Profile attribute 'Principled'. The policy also make it clear what is considered academic misconduct and what action the College will take when there are cases of malpractice. This policy is considered to be a working document that is used by students, teachers and parents, and will be reviewed regularly.

What is Academic Honesty?

Academic honesty is a principal or approach to producing academic work or performing academic tasks without plagiarism - the use or reproduction of ideas or words or statements of another person without acknowledgment. It is an undertaking that a student's work is original and authentic and completed only with the assistance allowed according College and IB rules, policies and guidelines. Academic honesty includes the appropriate acknowledgement of the use of words, ideas, scholarship and intellectual property of others.

From the IB Student Resource: Academic Honesty in the Diploma Program

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.

Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic honesty is an essential principle of the IB's academic programmes that enhances the organization's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities"

What is Academic Misconduct?

Academic misconduct is a breaches of academic integrity which includes plagiarism, collusion, the fabrication or deliberate misrepresentation of data and any non-adherence to the rules regarding examinations. Generally the motivation for such dishonesty is to gain unfair academic advantage, however, even if the act was inadvertent, it is still considered misconduct.

The IB organization defines academic misconduct as any behaviour (deliberate or inadvertent) that leads to a candidate gaining an unfair advantage over others.

Misconduct includes:

- Plagiarism
- Collusion
- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behaviour during examination
- Disclosure of information about the content of an examination paper within 24 hours after a written examination

From the IB General Regulations: Diploma Programme:

The IB 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. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a. plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion**—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- f. any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper)

within 24 hours after a written examination via any form of communication/media).

How is Academic Honesty Fostered at MIC?

At Montessori International College, academic honesty is a fundamental aspect of teaching and learning and helping students develop effective skills to conduct research and communicate findings and ideas. Academic honesty is promoted, supported, encouraged and developed through:

- The College Values
- Development of the qualities of the Learner Profile
- Clear roles and responsibilities
- The pedagogical approach to teaching and learning
- Explicit teaching of research skills and effective communication skills
- Clear policy - processes and procedures

College Values

Honesty is an underlying value at the College and is implicit in many of our values:

Montessori International College Values

We have developed a set of values (2017) which are fundamental to the operations of the school and, more importantly, progress our culture of learning. These values, support, and reflect universally shared human values which are conducive to creating a Culture of Peace. Our individual behaviours and actions throughout the college affirm these values.

Interdependence is recognising that we are shaped by our relationships, and that our potential as human beings and as a society is dependent on the quality of our relationships with one another. People learn from each other, find support, create solutions, and gradually discover new capabilities from this web of trusting relationships.

We are all 'bundles of potentiality' that only manifest in relationship. Meg Wheatley

Deep Collaboration enables us to draw upon a knowledge base that would otherwise be inaccessible by taking advantage of strengths, interests, and capacities unique to each individual.

If you want to go fast, go alone. If you want to go far, go together. African proverb

Autonomy empowers and provides agency for individuals. It is the ability to make informed decisions within a framework of responsibility and accountability.

Control leads to compliance, autonomy leads to engagement. Daniel H. Pink

Continuous Transformation is recognising and responding to change, remaining open to new perspectives and enabling ideas to emerge. Continuous transformation requires creativity, humility and self-awareness.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. Alvin Toffler

Creativity invites new ways of thinking and working.

Creativity involves breaking out of established patterns in order to look at things in a different way. Edward de Bono

Learner Profile

Academic honesty is also evident in the Learner Profile, qualities which all IBCP MIC students will be developing throughout their schooling in the Senior Phase Programme. Of the IB Learner Profile capacities and responsibilities, the attributes: Inquirers, Knowledgeable, Thinkers, Communicators and Principled are particularly relevant to the development of academic honesty.

Inquirers

Through the development of skills for inquiry and research, students will learn about effective research practices, and the importance of academic honesty and referencing of the work of others or sources of information.

Knowledgeable

As students develop and use conceptual understanding across disciplines and learning areas, they will be encouraged to engage with issues such as intellectual property and the reasons it is important to acknowledge sources of information.

Thinkers

By engaging in critical and creative thinking students will be encouraged to analyse and consider complex problems. They will be developing the capacity to make reasoned and ethical decisions in the context of academic honesty.

Communicators

Academic honesty will also be ensured by promoting and developing student capacity to better communicate their own ideas. Students will be assisted with the development of the skills to communicate their ideas and findings effectively.

Principled

This quality is clearly the most obviously connected to the value of academic honesty. Students will be supported and encouraged to act with integrity and honesty. They will consider and explore the consequences of not acting this way - both the impact on

themselves, but more importantly, the effect or impact of behaving unethically on others. They will also learn to take responsibility for their actions and see value in this through the College's approach to behaviour management using Restorative Practices.

The Teaching and Learning Programme

Both the pedagogical approach to teaching and learning at MIC and the explicit teaching of research skills and effective communication skills (particularly writing skills) underpins our approach to academic honesty. The role students, teachers and parents play and their responsibilities in regard to academic honesty is vital to students developing a genuine understanding of the how and why.

From Academic Honesty in the IB:

"In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding."

"A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment. This guide will support schools, teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies."

2. Student Responsibilities

Students need to understand what academic honesty is and how to effectively research and construct knowledge, meaning and understanding, how to acknowledge the work and ideas of others why this is important.

In the Senior Phase at MIC, it is expected that all students read this policy and a summary of their responsibilities - in the MIC Senior Phase Student Handbook. Students will need to sign an agreement to indicate they have read, understood and agree to abide by the schools expectations regarding academic honesty.

What does it mean to behave ethically?

From IB Ethical Practice poster, "Students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room."

What does this look like in practice?

From the IB Student Resource: [Academic Honesty in the Diploma Program](#)

Good practice—recommendations for students

- Make sure that the information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination.

For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme.

Be aware that a breach of IB regulations will have serious consequences.

See **Appendix 1** - [Academic Honesty in the Diploma Program](#)

Collaboration versus Collusion

Collusion is when two or more people work secretly for the purpose of deliberately deceiving or misleading others. Understanding the difference between collaboration and collusion can be confusing, particularly when working in groups. Submitting a piece of work done together in a group as if it has been done individually (even if unintentional) is considered collusion.

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. It involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone else. Collusion is treated as a form of academic misconduct.

What happens if a student breaches the agreement?

The College follows a restorative approach to dealing with most behavioural issues, including academic misconduct. Restorative Practices (RP) is a philosophy and continuum of processes that is based on the premise that repairing harm done to people and relationships (in this case to the intellectual property of the owner of the work appropriated or the other students who the offender gains an advantage over) is a very effective way to resolve issues, influence positive behaviour and build a safe, productive and caring community.

A core belief is that the wrongdoings and misbehaviours are primarily not just “breaking rules”, but actually result in harm to individuals, groups and the whole school community.

In practice, this involves a ‘restorative chat’ with a student the first time they behave academically unethically. The flowchart below outlines the process followed when dealing with academic misconduct.

Academic Honesty Agreement

All IBCP students and parents will be required to read the IB Academic Honesty Policy and the College’s Academic Honesty Policy. Students will then be asked to sign an agreement stating that they have read and understood the policy, and the consequences of academic misconduct. See **Appendix 2**.

Breaches of Academic Honesty - Flow Chart (School-based assessment)

Low level example:

A student submits work without correctly citing or has not acknowledged the work of others appropriately, or duplicates work between 2 subjects



Teacher has a 'restorative chat' with the student regarding the issue, and explains what they should have done. The student is asked to resubmit the work.



The student submits the work, this time appropriately referencing and citing the work of others, and has gained a better understanding of academic honesty.

Note: if a student continues with the behaviour, the College will generally treat this as a medium level incident.

Medium level example:

A student submits work that is not their own, for example, plagiarised from another student or an online source.



Teacher has a 'restorative meeting' with the student (and in some cases their parents) regarding the issue, and explains what they should have done. The student is asked to resubmit the work. The misconduct is noted on the student's file and other staff and the child's parents are notified.



The student submits the work, this time appropriately researching, producing their own work and referencing and citing the work of others. They have also gained a better understanding of academic honesty.

Note: if a student continues with the behaviour, the College will generally treat this as a high level incident.

High level example:

A student engages in academic malpractice repeatedly or 'cheats' in an examination setting - including taking unauthorized material into the exam, stealing or sharing exam materials or Communicating about the content of an examination.



Teacher and Senior Phase Coordinator meet with the student and their parents regarding the issue. The student will be asked to explain why they should be given an opportunity to resit the examination or submit the work. Whether the student will be given this opportunity is up to the school's discretion. If not, they will not receive any marks or credit for the task.



In some cases the student will given an opportunity to resit the examination or submit the work. If not, they will not receive any marks or credit for the task.

Note: If this type of incident occurs again, the student may be asked to withdraw from the IBCP.

More examples of malpractice, and appropriate follow-up are included in **Appendix 2.1** (taken from Academic Honesty in the IB).

In the case of suspected academic misconduct in IB Internal or External Assessment, the case will be dealt with according to the guidelines in the General regulations: Diploma Programme - **Appendix 2.2** and the CP Assessment Procedures (Section A4):

A4.4 Action that the IB may take in cases of alleged academic misconduct

A4.4.1 Circumstances that will trigger an investigation

These are some of the most common circumstances that will trigger an investigation.

- A coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner suspects plagiarism or collusion and provides evidence to justify his or her suspicion.
- A random check of assessment material at the Assessment Division, IB Global Centre, Cardiff, using web-based plagiarism detection software, reveals that the work of a candidate may not be entirely authentic.

Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

A4.4.2 The investigation process

When the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator immediately to inform the Head of School of the investigation.

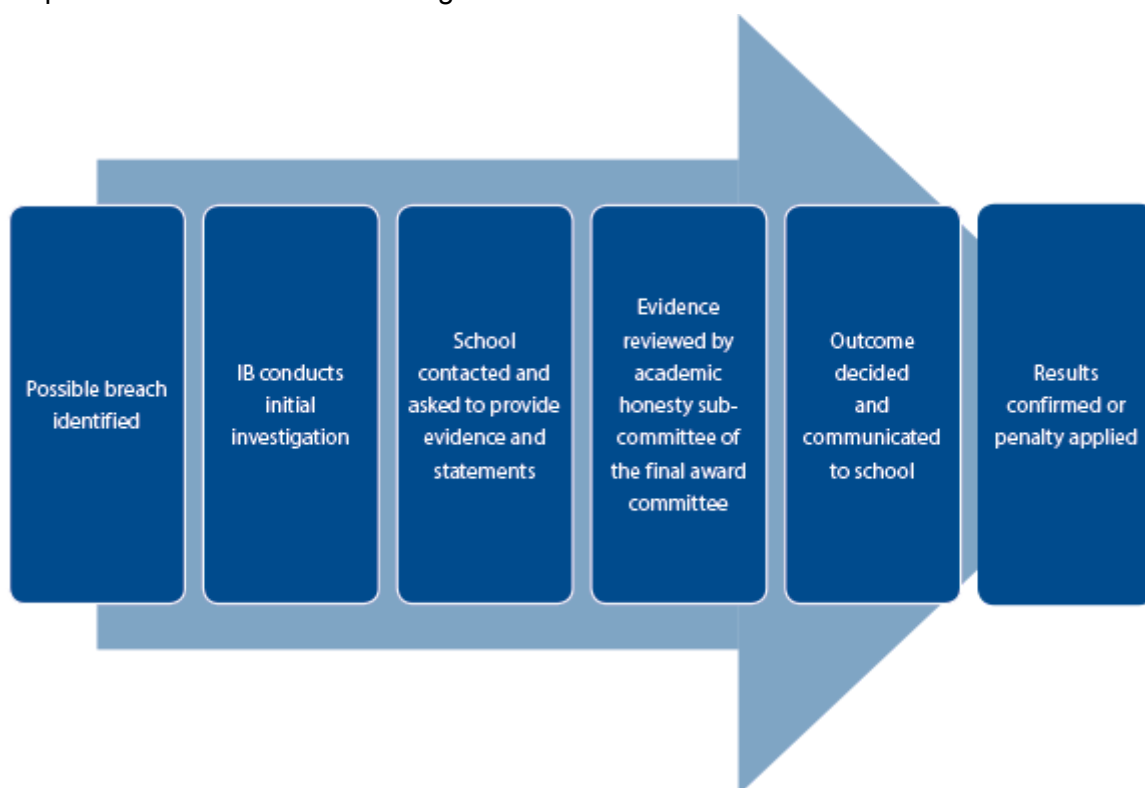
The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, etc, with the email.

The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided. The final award committee, or its sub-committee, has full discretion to make these decisions.

In all cases where the final award committee has established a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's Career-related Programme coordinator, appropriate IB staff and the chair of the examining board.

If the allegation is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.

The process is illustrated in the diagram below:



3. Teacher Responsibilities

The IB teaching team at MIC are ultimately responsible for the teaching and learning programme, and consequently are responsible for fostering the development of academic honesty, integrity and ethical behaviour. Teaching and learning in the programme must help students develop the positive behaviours they will need to complete work thoughtfully, honestly and authentically. In the CP in particular, the teachers will need to ensure that students clearly understand that all tasks and assessments must be distinct from, and may not be included or used in other areas of the student's programme.

All teachers must:

- Give clear guidance about ethical practice and academic honesty to students in the programme
- Put strategies in place to ultimately prevent students from undertaking any unethical practice for any work that is going to be assessed (for example, for internal assessment, the reflective project or a PPS presentation)
- Ensure that no work containing any unethical practice is presented for assessment.

Responsibilities of IB teachers (From: The Integrity of IB Assessments)

Adherence to the principle of academic integrity

- Acknowledge and support academic integrity as a core IB principle.
- Act with honesty and in a responsible and ethical manner.
- Fully comply with IB policies, procedures and subject guidelines.
- Encourage student responsibility for academic integrity.
- Respond to academic misconduct when it occurs.
- Help define and support school-wide academic integrity standards.
- Identify, declare and avoid any apparent or actual conflict of interest.

Support to students

- Support students to become actively responsible for their own learning.
- Support students to develop the IB learner profile attributes.
- Ensure that students receive guidance on how to produce genuine and authentic work.
- Analyze all IB subject guidelines to support students' understanding of the IB's assessment criteria.
- Ensure that students are appropriately prepared for the demands of the tasks necessary to fulfill the requirements of IB assessment.
- Read and give advice to students only on the number of drafts as specified in the relevant subject guide, providing oral or written advice on how the work could be improved, but not editing the draft.

- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Give students regular feedback and encourage them to respond to the feedback.

The teaching and learning programme, including and inquiry based constructivist approach, explicit teaching of the research process, teaching of referencing skills, and also teaching students clear and effective written communication skills all assist the development of students skills and understanding in regards to academic honesty and malpractice. These aspects of the program are explained in more detail in **Appendix 3**.

Authentication of Student Coursework

Teachers must ensure that all coursework produced by students, including work submitted for assessment, is authentic, drawing on the student's own original ideas and with the ideas and work of others appropriately acknowledged. Assessment tasks that require teachers to provide guidance, such as drafts, or tasks that require students to work collaboratively must be follow the guidelines in the appropriate IB syllabi or guides. The College IB work programs also include details regarding such guidelines. Teachers and other members of the College community are also expected to practice academic honesty and behave with integrity.

Turnitin

The College will subscribe to and utilise 'Turnitin' as a way of authenticating student work that is submitted for assessment. Turnitin also has high quality resources to help students understand what is acceptable practice and what is not. These resources will be used by teachers to help students develop a clear understanding of the distinction between plagiarism and acceptable practices. An example of a Turnitin resource is included in **Appendix 4**.

5. Parent Responsibilities

Parents play an important role in supporting academic honesty at the College. Like students, they will also need to understand what academic honesty is and how to support their child. They will also be expected to read this policy and a summary of their responsibilities - in the MIC Senior Phase Parent Handbook. Parents will need to co-sign the student agreement that all students will be required to sign (students will need to sign an agreement to indicate they have read, understood and agree to abide by the schools expectations regarding academic honesty).

From the IB Student Resource: [Academic Honesty in the Diploma Program](#)

As the legal guardian of a Diploma Programme student, how can we support our children?

- Encourage them to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- Encourage them to ask their teacher for advice if they are having difficulty with their work.

Academic Honesty Agreement

All IBCP students and parents will be required to read the IB Academic Honesty Policy and the College's Academic Honesty Policy. Students will then be asked to sign an agreement stating that they have read and understood the policy, and the consequences of academic misconduct.

6. Evaluation and Review

The College policy will be reviewed at least every 2 years to ensure currency, particularly with such rapid developments in communication and ease of access to information. Students, parents, teachers and other members of the College community will be involved in this process.

7. Appendices

Appendix 1.

IB Student Resource - Academic Honesty in the Diploma Program

Appendix 2.

Academic Honesty Agreement

Appendix 2.1

IB Examples of Misconduct and Appropriate Follow-up

Appendix 2.2

Guideline for cases of academic misconduct for IB Assessment

Appendix 3

Teaching and Learning Programme

Appendix 4.

Turnitin

Appendix 1. IB Student Resource - Academic Honesty in the Diploma Programme

What is academic honesty?

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.

Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic honesty is an essential principle of the IB's academic programmes that enhances the organization's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

Academic Honesty in the Diploma Programme

As the legal guardian of a Diploma Programme student, how can we support our children?

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- Encourage them to ask their teacher for advice if they are having difficulty with their work.







International Baccalaureate
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For more information, please view the IB learner profile at <http://www.ibo.org/en/benefits/learner-profile/> and the publication Academic honesty in the IB educational context at [http://www.ibo.org/myib/digitaltoolkit/ brochuresflyersposters/](http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/)



What is academic misconduct?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Unfortunately, in every Diploma Programme examination session there are students who are investigated for alleged "academic misconduct".

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 material, 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.

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.



Good practice—recommendations for students

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination.

For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the *General Regulations: Diploma Programme*.

Be aware that a breach of IB regulations will have serious consequences.



Acknowledging the work of others

Proper citation is a key element to academic scholarship and intellectual exchange.

More guidance can be found in the IB publication *Effective citing and referencing* available in the Digital toolkit section on the IB website (<http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/>).



Essentials

- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

Appendix 2 - Academic Honesty Agreement

Academic Honesty Agreement

All IBCP students and parents will be required to read the IB Academic Honesty Policy and the College's Academic Honesty Policy. Students will then be asked to sign an agreement stating that they have read and understood the policy, and the consequences of academic misconduct.

Student Declaration:

I hereby declare that I have read and understood the Montessori International College Academic Honesty Policy. I also agree to undertake appropriate academic procedures when completing my work and I understand the consequences in the event of malpractice.

Name: _____

Signed: _____ Date: _____

Parent Declaration:

I hereby declare that I have read and understood the Montessori International College Academic Honesty Policy and will support my child fulfill this agreement.

Name: _____

Signed: _____ Date: _____

Appendix 2.1 - IB Examples of Misconduct and Appropriate Follow-up

From Academic honesty in the IB educational context

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there. For academic honesty, this can mean that the idea of shared responsibility in the PYP and MYP for ensuring a piece of work is the student's own risks becoming the sole responsibility of the DP student, should a case of academic misconduct arise (Carroll 2012). Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

Diploma Programme			
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills		
Activity	Culminating project	Group work	
DP assessment task	English A Extended essay	Psychology Internal assessment	
Scenario	<p>A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.</p> <p>The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.</p>	<p>A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group.</p> <p>The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>	

Diploma Programme			
Self-management, social, communication, thinking and research skills			
Oral presentation	Creative work	Independent work	
TOK presentation	Visual arts Studio work	ITGS	Internal assessment
<p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.</p> <p>The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice.</p> <p>The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ...", so that it is very clearly attributed.</p>	<p>A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark.</p> <p>As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.</p>	

IBCC students engage with IB Diploma Programme subjects, the four elements of the IBCC core and a career-related study. All elements of the IBCC are interlinked and connected to form an educational framework. Student work in the IBCC can be inspired and informed by the student's range of subjects. It is possible that data or information may be used in more than one area of a student's studies and that expertise can be transferred where students utilize the skills developed in one area of the IBCC in another area. However, all tasks and assessments must be distinct from, and may not be included or used in, other areas of the student's IBCC. IBCC teachers should support students to be fully aware of their responsibilities in respect of academic honesty.

The approaches to learning (ATL) course, which all students undertake as a component of the IBCC core, is ideal for the development of students' understanding of academic honesty. This understanding should include how to reference their work, cite sources and acknowledge others' ideas and concepts.

Career-related Programme			
Activity	Culminating project	Group work	
	Assessment task: Reflective project	Service learning	
Scenario	<p>A CP student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.</p> <p>The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic honesty and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.</p>	<p>A CP student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.</p> <p>The student quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.</p>	

Career-related Programme			
	Oral presentation	Creative work	Independent work
	Personal and professional skills: Communication	IB Diploma Programme film course	Language development portfolio
	<p>A CP student is asked by her personal and professional skills teacher to create an oral presentation on an aspect of the environment. The student is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the student provides the teacher with digital recordings of the interviews as her references.</p> <p>The teacher listens to the interviews, notes a few examples of the ideas appropriated by the student and then calls for a meeting with the student. The teacher explains what academic honesty is, and specifically details what could be considered academic dishonesty where the actions of the student are concerned. The student is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.</p>	<p>A CP student is studying film as one of his DP courses for the CP. He is tasked with creating a short documentary film. The student asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The student uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.</p> <p>The student argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the student what is and is not academic honesty in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the student that his initial perception of what could be considered his was incorrect. The student subsequently accords the footage to his friend in the film credits.</p>	<p>A CP student is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the student writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and soon realizes that his lack of interest was the catalyst.</p> <p>The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the student and he finds the language study more enjoyable.</p>

Appendix 2.2 - Guideline for cases of academic misconduct for IB Assessment

From General regulations: Diploma Programme pages 12-14

Article 20: Candidates suspected of academic misconduct

The IB 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. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- f. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Article 21: Investigating cases of suspected academic misconduct

21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

Appendix 3 - Teaching and Learning Programme

Inquiry Approach

Our pedagogical approach to teaching and learning will also promote a culture of academic honesty, as students develop inquiry skills and effective research skills. The inquiry process followed by the college is outlined below:

At Montessori International College we believe students should be encouraged to take responsibility for their own learning and follow a constructivist approach (Piaget), where students construct knowledge and meaning through their experiences. In the classroom, this is evident in the inquiry approach that teachers follow to lead students through appropriate experiences to allow this 'construction' of learning. The experiences students are exposed to are timed appropriately to push students into their 'zone of proximal development' (Vygotsky). This may include open ended experiences, direct and explicit instruction or working alongside students and providing critical feedback. Teachers use the Inquiry Model (Murdoch) to plan appropriate sequences of learning and assessment. This approach is known as the 'Three Period Approach' in Montessori programs. The inquiry process followed in the Senior Phase at MIC is outlined in the graphic on the next page.

The Inquiry Based Learning model



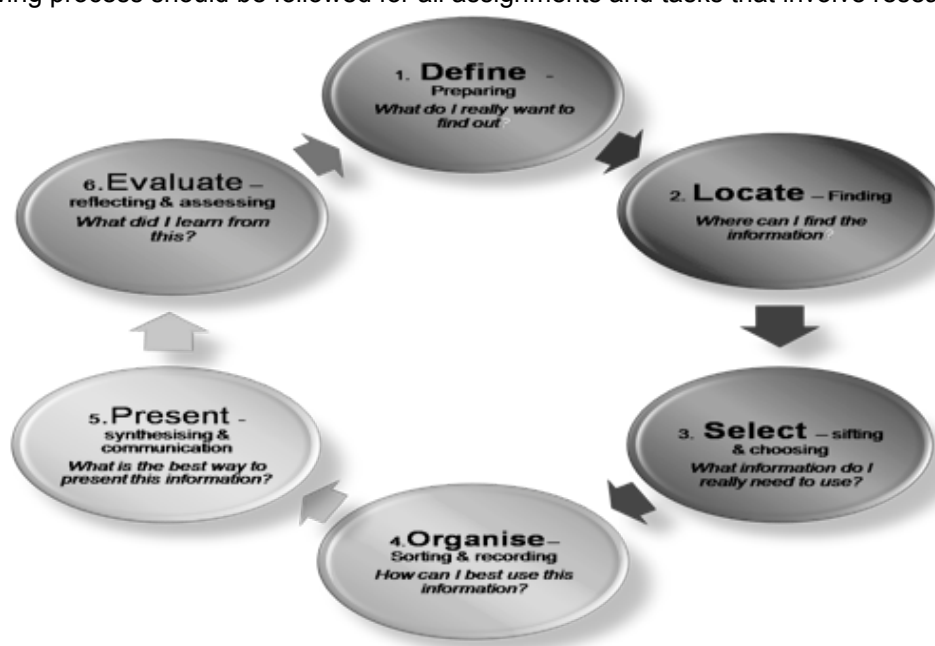
Credit: Kath Murdoch

Research Process

The College has also adopted an approach to research which draws on the work of the Australian Librarians. It is a research process that students are explicitly taught to follow throughout secondary school, in both the Adolescent Community (Years 7-9) and the Senior Phase. The research process is outlined in detail in the student handbook:

Research Process

The following process should be followed for all assignments and tasks that involve research.



DEFINE the task - Preparing

What do I really need to find out?

Strategies to use / what to do now:

- Brainstorm key words;
- Develop questions to help you gather information

LOCATE Information - *Finding*

Where can I find the information I need?

- What do you already know?
- What would be appropriate and effective resources and how do I research this task?
- How will I know my information is good?

SELECT Information - Sifting

What information do I really need to use?

As you go through the information consider these points:

- What information do I need to include
- What information you already know and what new things you find out
- Is the information good information (current, accurate and credible with a clear purpose)

ORGANISE Information - Sorting and recording

How can I best use this information?

Your teacher will often ask you to fill out a 'Note-Taking Template' as evidence of this step.

PRESENT - Synthesising and Communicating

What is the best way to present this information?

Plan your assignment

The plan should cover the following:

- Are you going to use a poster or a PowerPoint to present this information?
- Does it make sense?
- Have I answered all of the questions?
- Have I included everything I need?

EVALUATE - Reflecting and assessing

Assess your work

Self Evaluation – You should always use the rubric given to you by your teacher to self assess and evaluate your work. This should then be handed in with the completed task.

The research process utilised by the College is adapted from the Information Skills Process (ISP) developed by the Australian School Library Association Inc. (ASLA) and NSW Department of Education. The process is summarised in the diagram below:



Referencing

Students are also explicitly taught how to reference appropriately, and why this is important. Teachers use the same system throughout the secondary school to ensure students develop effective referencing skills, and also to help students understand the importance of referencing sources of information when presenting and communicating their ideas and findings in the form of essays, reports, research articles, posters, multimodal presentations and short films, etc. The Referencing Guide used by the College is detailed in the Student Handbook. The guide is included below:

Referencing Guidelines (The Harvard System)

What is referencing?

Referencing is a system used in the academic community to indicate where ideas, theories, quotes, facts and any other evidence and information used to undertake an assignment, can be found.

Why do I need to reference my work?

- To avoid plagiarism, a form of academic theft. **Plagiarism** is the act of copying work without admitting it. For example, if you were to copy a sentence or two out of a book into your assignment, without changing a word, then you would be committing plagiarism unless you referenced the source of the material. Plagiarism is theft of intellectual property, it is dishonest, and it is against the law as well as morally wrong. In order to avoid plagiarism, you must correctly reference your assignment.
- Referencing your work correctly ensures that you give appropriate credit to the sources and authors that you have used to complete your assignment.

What do I need to reference?

All the information that you have used in your assignment will need to be acknowledged. Your teachers will ask you to complete a note-taking template to keep a record of all the details of the sources that you use for your assignment as you go along.

Referencing consists of two parts – in-text references, and a bibliography (a list of sources at the end of an assignment).

In-text Reference

For a direct quote: “*Referencing is essential for clear and honest assignments*” (Smith, 1996)” would indicate a direct quote from a book by Smith, printed in 1996.

For an idea: Smith (1996, p23) states that referencing is essential for clear assignments. Your teacher may also ask you to include the page number.

Bibliography

At the end of the assignment complete details of the source are listed. This is done in a separate section titled “REFERENCES”. Each book or article referred to in your assignment must be listed in this section. A very strict format must be followed (In alphabetical order of author). The use of the full stops, commas, *italics* or normal type are all compulsory and follow certain rules.

Examples

Books

Cochrane, A 2007, *Understanding urban policy: a critical approach*, Blackwell Publishing, Malden, MA.

e-Book

Niemann, S, Greenstein, D, & David, D 2004, *Helping children who are deaf: family and community support for children who do not hear well*, Hesperian Foundation, Berkley, CA, viewed 11 June 2007, http://www.hesperian.org/publications_download_deaf.php

Brochure

TransACT n.d., *Guide to equipment and service*, brochure, TransACT, Canberra.

No author/editor

Macroeconomics, prices and quantities: essays in memory of Arthur M. Okun 1983, Blackwell, Oxford.

Journal

Jackson, A 2007, ‘New approaches to drug therapy’, *Psychology Today and Tomorrow*, vol. 27, no. 1, pp. 54-9.

Online journal

Noor, A 2008, ‘Ethics, religion and good governance’, *JOAAG: Journal of Administration & Governance*, vol. 3, no. 2, pp. 62-77, viewed 17 November 2009, http://www.joaag.com/Home_Page.php

Newspaper

Waterford, J 2007, ‘Bill of Rights gets it wrong’, *Canberra Times*, 30 May, p. 11.

Other Sources

Blog post

Keim, B 2009, ‘ID error leaves fish at edge of extinction’, *Wired Science blog*, web log post, 18 November, viewed 20 November 2009, <http://www.wired.com/wiredscience/2009/11/extinction-error/>

CD recording - music

'From little things big things grow' 1997, on *Songs from the south: Paul Kelly's greatest hits*, CD, Mushroom Records, Melbourne. Written and performed by Paul Kelly.

DVD / Video recording

Sense and sensibility 1995, DVD, Columbia TriStar Home Video, Australia. Directed by Ang Lee.

Interview (TV or radio)

Mornings with Neil Mitchell 2009, radio broadcast, Radio 3AW, Melbourne, 16 October. Interview with the Prime Minister, Kevin Rudd.

Motion picture (movie)

The lord of the rings: the return of the king 2003, motion picture, Imagine Films, Auckland, NZ. Produced by Steve Pyke; directed by Peter Jackson.

This guide was developed from a number of university guides on referencing and plagiarism.

Communication and Presentation - Writing Strategies

Students are also taught clear and effective strategies to communicate and presented their ideas and findings. The following summary, from the Student Handbook outlines some of the strategies taught to better help students develop effective information literacy skills:

Writing Strategies

The writing process includes planning, reading and making notes, constructing an outline, drafting and editing. Your Teacher will give you the task requirements:

- Due date for submission
- Word limit – the length for the assignment
- Structure and style – whether a report, essay or review
- Marking criteria – how the assignment will be assessed
- Referencing requirements – referencing style is usually Harvard
- Presentation - format, font, point size, cover sheet.

Ask your Teacher if you are unsure about how to complete the task.

Analysing the task

To understand the question, look for:

- Direction words - evaluate, discuss, explain
- Content words - the topic focus for your essay
- Limiting words - the scope of the essay

At the same time, read the marking criteria for the task.

Planning the writing

Firstly, from the due date for your task, plan a starting date. Allow at least 3 weeks for an assignment.

Stages

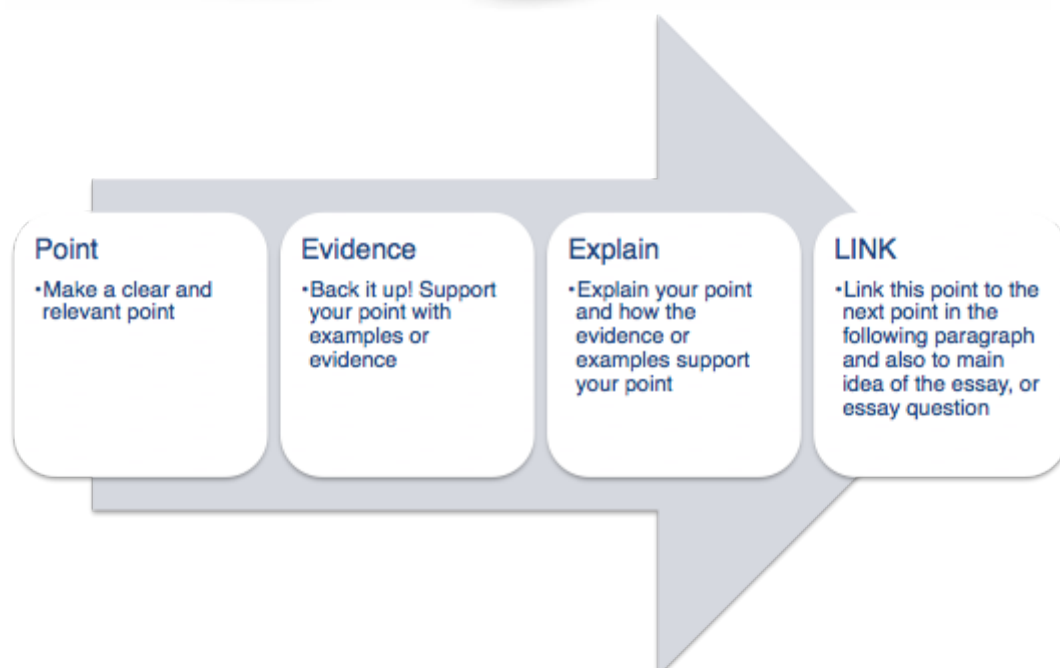
The writing process has stages that are interconnected and overlap.

Stages in assignment writing:

Stage 1	Analyse the question, brainstorm to explore the topic and make a draft plan. For reading, begin with the textbook and set readings, then search using the library databases. Read and make notes from several sources.
Stage 2	Continue reading and note making as you decide on a response to the task and a revised plan. Construct an outline and begin typing introduction, body paragraphs and conclusion. Cite your sources and include ideas from your reading as quotations and paraphrases as you write.
Stage 3	Expand and refine this first draft by further thinking, reading and writing. As you write, discuss and compare the views of different writers and comment on what they have to say. Review your drafts for relevance to the task, structure and organisation of ideas. Edit your writing for spelling, punctuation and grammar.
Stage 4	Complete your reference list, proofread the whole assignment, attach the cover sheet and marking criteria, and hand in by the due date. Keep a copy of the assignment for your records.

PEEL

When writing, use PEEL to help write well structured paragraphs.



For example:

- P** Earthquakes are mostly found along tectonic plate boundaries.
- E** Such as along the western coast of the USA where the North American and Pacific plates meet.
- E** This is because at tectonic plate boundaries, stress and friction builds up due to convergent and divergent movement.
- L** Therefore you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.

Essay Structure

The skill of good essay writing is to be able to critically discuss and evaluate ideas within a set word limit. Essays focus on developing an argument or analysing ideas rather than on description. The essay has three parts.

Introduction

The introduction sets the scene for the whole essay. For a 1500 word essay, this could be a 150 word paragraph. The purpose of the introduction is to identify the topic, your point of view and the main reasons for your response. Often this paragraph includes:

- An introductory sentence or two related directly to the question.
- A definition or explanation of a key term, cited from your discipline.
- A clear statement of the focus of the essay or the position being argued, your thesis statement.
- Sentences that give a clear idea of what the essay will be about (content) and the direction (scope) the essay will take.

Body

Paragraphs in the body of the essay show your discussion of the main ideas supporting your position or response to the question. Ideas from the scholarly literature give credibility and weight to your argument.

Each paragraph should link with the previous paragraph and may include:

- A topic sentence: a statement of the main idea of the paragraph.
- Explanation or supporting evidence from the scholarly readings.
- Further evidence from your reading to deepen your discussion.
- Application of ideas to a scenario or through the use of an example.
- Your discussion of, comment on and evaluation of these ideas.
- A concluding sentence that brings the paragraph to a close.

Conclusion

The purpose of the conclusion is to summarise and make final evaluative comments. It is important to refer back to the essay question.

This paragraph includes:

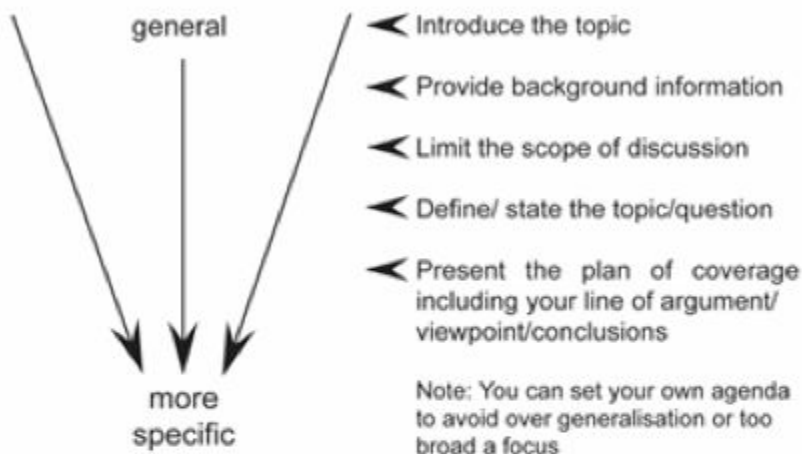
- A brief summary of the main ideas presented in the essay.
- Confirmation of the thesis included in the introduction.
- Final evaluative comments on the relative importance of the arguments.
- Comments on the ongoing significance of the topic as an issue that needs further discussion or investigation.

Source: Australian Catholic University - <http://students.acu.edu.au/>

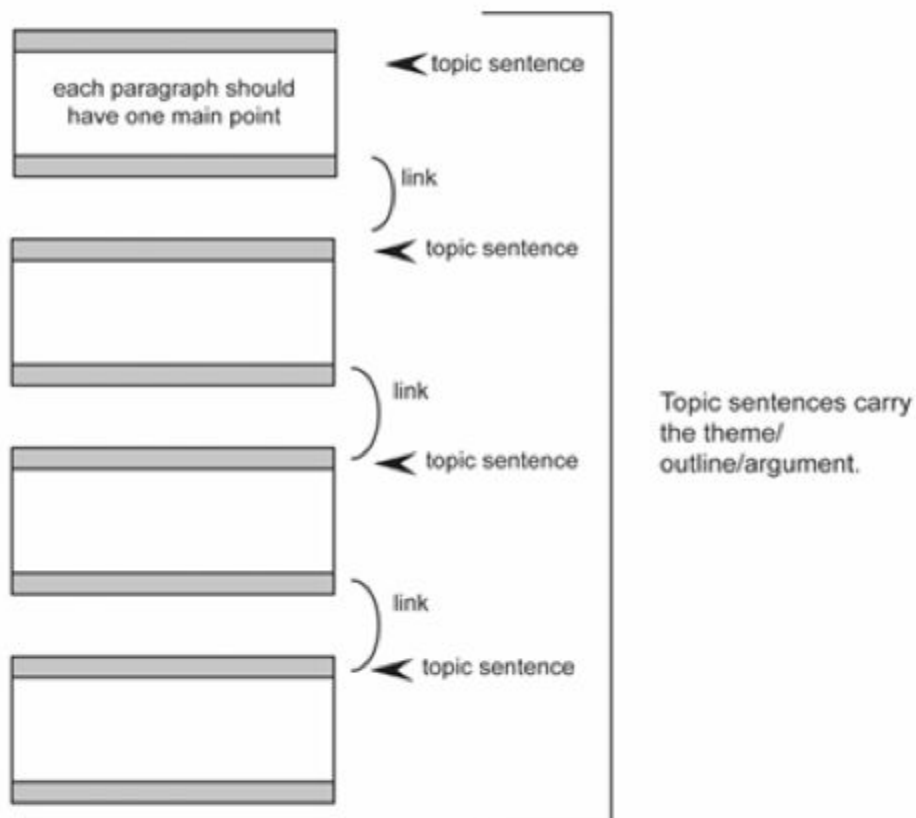
The Structure of an Essay

Introduction

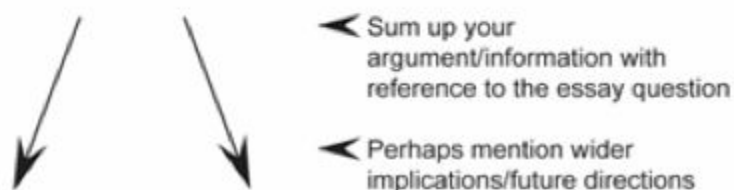
(Approximately 10% of the total length. May be one paragraph or several, depending on essay length)



Body



Conclusion



Proofreading for Errors

What is proofreading?

Proofreading is the process of reading over your work to identify errors in the structure, grammar and punctuation. Before proofreading for grammatical errors, check that you have answered the question with a well-structured argument and have cited all your sources as quotations or paraphrases.

To develop your skills, keep a record of the grammatical errors that you commonly make and strategies to avoid them. Review your list before you begin. Also, use a dictionary and Word's grammar and spelling check.

To proofread your work effectively, read your assignment several times.

First reading

Read each sentence aloud as if reading to a friend. Ask yourself:

- Is the meaning of each sentence clear?
- It is much better to write simple, clear sentences than complex, confusing ones.
- Is each sentence complete?
- Every sentence needs a main verb to be complete. Check that each sentence has a subject and a verb. If a sentence is over 3 lines long check that the meaning is still clear.

Subsequent reading

Read your work again, looking for grammatical mistakes. Ask yourself:

- Have I used *a*, *an* and *the* when they were needed?
- Do all the sentences have a subject - verb agreement?
- Have I used the passive voice when it is needed?
- Have I used suitable verb tenses?
- Do all the plural nouns have plural endings?
- Is the punctuation correct?

Finally, check citations in text, list of references, and the format of the assignment before submitting your work.

Appendix 4. Turnitin



<http://turnitin.com/>