

Declaration of Authenticity for all NCEA Assessment at Alfriston College in 2021



This form must be ticked and signed by each learner and their caregiver at the start of each assessment year. By ticking the boxes and signing this form you (*the Learner and Caregiver*) are telling us (*Alfriston College*) that you have read and understood the information on the reverse of this page and that you agree with all the statements below.

Learner's name _____

Tutor Group _____

Tick to agree

I have read and understood the information "*Authenticity Issues - Plagiarism and collusion – what you need to know and how to avoid it*" on the reverse of this page.

I understand that the evidence I submit for assessment in all classes must be my own work and must be processed and produced by me within the *Conditions of Assessment* for the specific standard.

I understand that if I have used information and/or images from a source then that source must be acknowledged and clearly shown in the appropriate manner.

I understand that my Learning Leaders will not give me more help or assistance than is allowed by the *Conditions of Assessment* that apply to the specific standard.

I understand that plagiarism and/or collusion is a breach of the rules and that if either practice is detected in my work it could result in a Not Achieved grade for that standard, no further assessment opportunity for that standard and possible further disciplinary action being taken against me.

Signed by:

Date:

Learner _____

Caregiver _____

This form will be retained in your school file and must be renewed each year that you undertake NCEA assessment

Authenticity Issues - Plagiarism and collusion – what you need to know and how to avoid it

Information for Learners, Whanau and Caregivers

What is plagiarism?

The most common forms of plagiarism detected in school assessments look like the examples listed below:

- Copying and pasting chunks of text from a website directly into your work;
- Handing in work that another learner (or a parent, tutor or anyone other than you) has written or contributed to;
- Complete sentences or phrases copied as quotes from a source and not put in quotation marks;
- Copying the sentence structure and ideas from a source and just changing a few words;
- Using ideas and sentences from a wide variety of sources and just pasting them together to form a report;

Plagiarism can be deliberate or accidental but either way, it still amounts to cheating. If you obtain credits dishonestly then that is fraudulent behaviour and the consequences can be severe.

What is collusion?

Collusion is where people cooperate with each other for dishonest purposes. It is classed as cheating when detected in school work which is handed in for assessment. Common examples of collusion include:

- Knowingly allowing other learners to copy from you;
- Sharing your work with your friends through platforms such as Google docs or social media;
- Working together on parts of an assessment which are specifically required to be produced individually;
- Help from your Learning Leader or Learning Assistant which is beyond that allowed by NZQA for Level 1, 2 or 3.

Collusion is treated similarly to plagiarism except that usually more than one person is involved. Each person involved may be dealt with differently depending on the circumstances.

What are the consequences?

When plagiarism and/or collusion is detected in a learner's work this constitutes a breach of the rules for internal assessment. When a learner is found to have breached the rules then a *Not Achieved* grade will be reported for that standard with no opportunity for further assessment. There may also be other disciplinary actions.

How to avoid these issues

Usually you can avoid issues of plagiarism and collusion by following some basic guidelines:

- Be organised and give yourself plenty of time to complete the assessment. Most cases of plagiarism and collusion arise from desperate situations which could have been avoided by better planning;
- Make sure you understand the task. Talk to your Learning Leader and arrange checkpoint meetings where you can ask for feedback and feed-forward to plan your next steps;
- Build knowledge and make sense of the topic before you start. This will give you a good general understanding and awareness of the topic which will make it much easier to process information later on;
- Start with a plan of what you want to include in your report and THEN look for source material. Do it this way round so that you research information to suit your report instead of writing a report that suits your research;
- Structure your writing (titles, sections, paragraphs, sentences etc.) to suit your purpose. Use TEXAS for paragraphs. Stick to the plan that you wrote at the start;
- Write your assessment in the language that you are submitting it in. Do not write it in a different language and then use Google to translate it. When you do this it is obvious because the vocabulary and the grammar look very different to the way you normally write or speak in class.
- Fully process factual information so that it is re-written in your words to suit your purpose. This not only avoids any accidental plagiarism but it helps you to demonstrate in-depth understanding of the topic;
- Acknowledge in your report where you have used ideas or opinions that belong to other people by naming them and identifying the source in such a way that it could easily be checked;
- Put quotation marks around ANY text you have copied directly and acknowledge the source. You should limit this to a maximum of 1-2 lines for each quote. Identify the source for each quote (and any images you may have used);
- Don't ask your Learning Leaders to compromise their professionalism by giving you endless draft and redraft opportunities, resubmissions or more help than is allowed. It's not fair on them or other learners or you.