

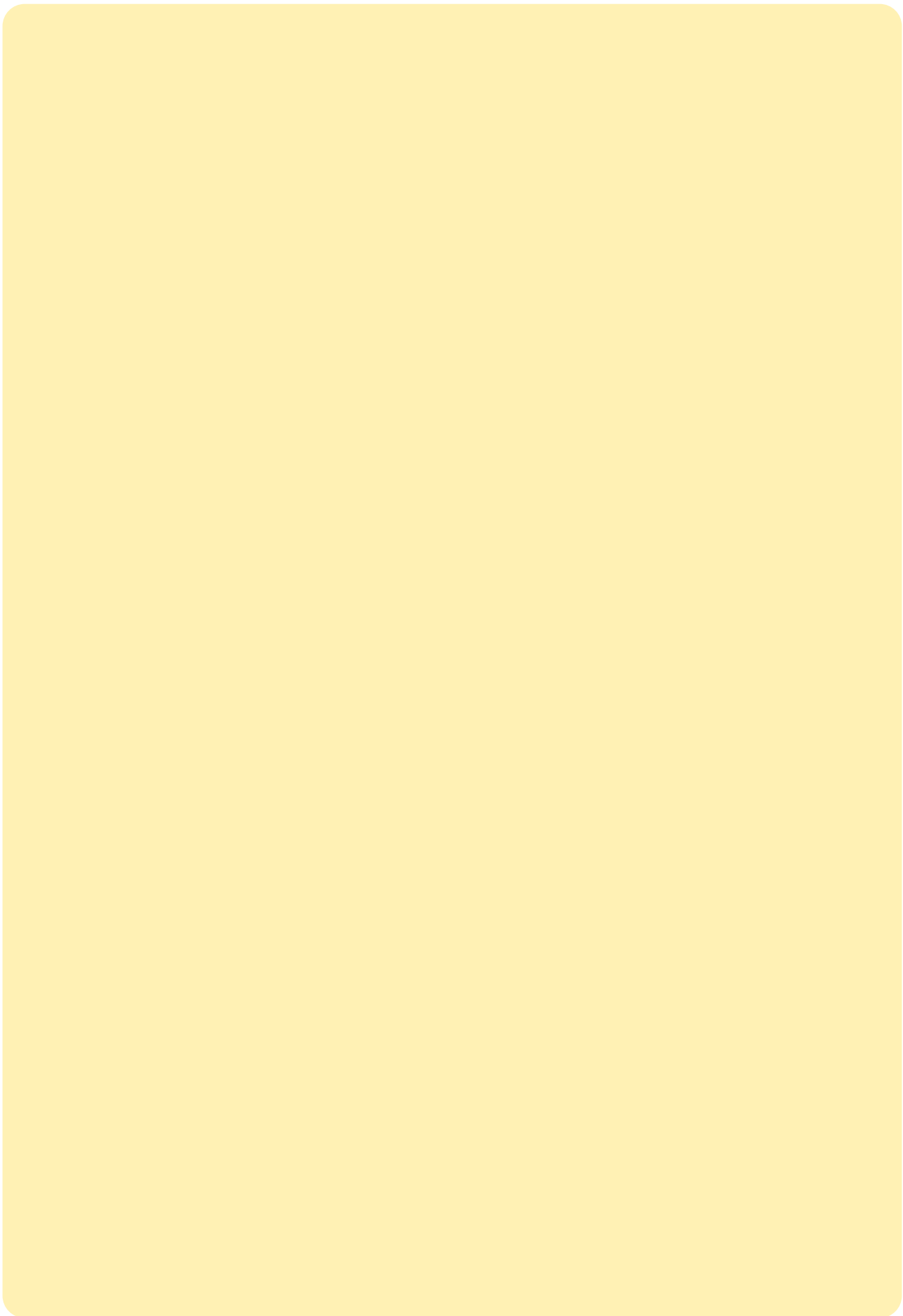
Plan Assessments

Guidance for Teachers/Assessors

This notice has been produced on behalf of:



Pearson



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A strict interpretation of the above definition would include the original ideas as well as the actual words or artefacts produced by another. Assessors should reflect the incidence of any paraphrasing in the way they apply the markscheme/assessment criteria. Students who have not independently met the marking criteria must not be rewarded in the marking.

Plagiarism also incorporates the direct and unacknowledged translation of foreign language texts into English.

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It should be noted that plagiarism does not include collusion; that is, working collaboratively with other candidates; neither does it include copying from another candidate in the same examination session. Both of these are defined as different forms of malpractice.

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If you are a teacher or assessor entering candidates for a qualification with a non-examination assessment (NEA) component, you must authenticate the work which is submitted for assessment. You must confirm that the work produced is solely that of the candidate concerned.

Where you have doubts about the authenticity of student work submitted for assessment you must investigate and take appropriate action.

You must not accept work which is not the candidate's own.

should teach the use of quotation marks when sources are quoted directly (a suggested guideline for the need to put items in quotation marks would be the use of more than six words in unchanged form);

should set reasonable deadlines for submission of work and provide reminders;

where appropriate, should give time for sufficient work to be done in class under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence;

should examine intermediate stages in the production of work in order to ensure that the work is underway in a planned and timely manner;

should introduce classroom activities that use the level of knowledge/understanding achieved during the coursework thereby making the teacher confident that the candidate understands the material;

could ask candidates to make a short verbal presentation to the rest of the group on their work;

should explain the importance of the candidate producing work which is their own and stress to them and to their parents/carers the sanctions for malpractice;

must take care to ensure that work undertaken in previous years' examinations by other candidates is not submitted as their own by candidates for the current examination. The safe keeping of such earlier work is of great importance, and its issue to candidates for reference purposes should be carefully monitored;

must not accept, without further investigation, work which you suspect has been plagiarised; to do so encourages the spread of this practice.

There are three steps in the process for dealing with plagiarism:

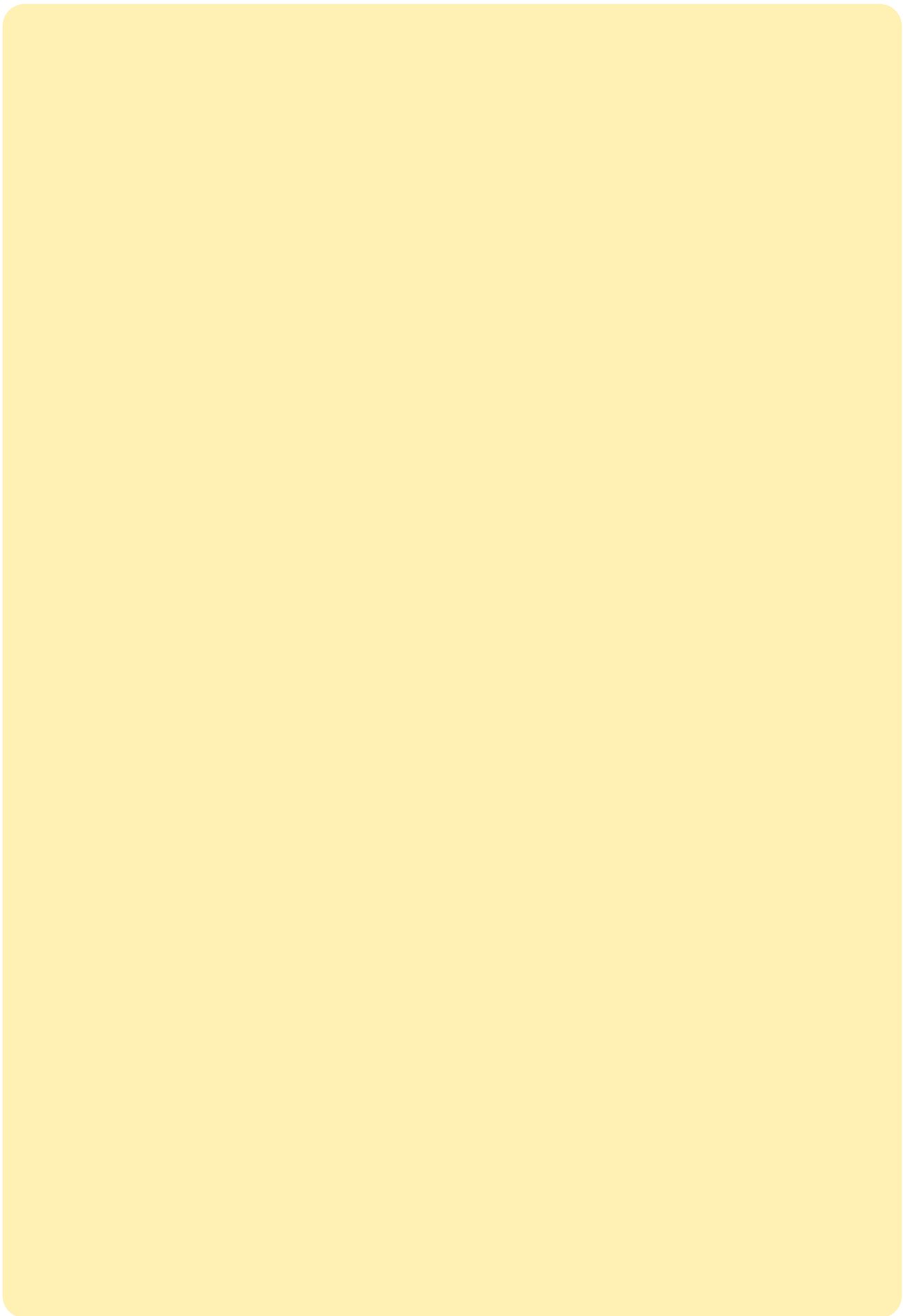
- keeping watch
- confirmation
- reporting

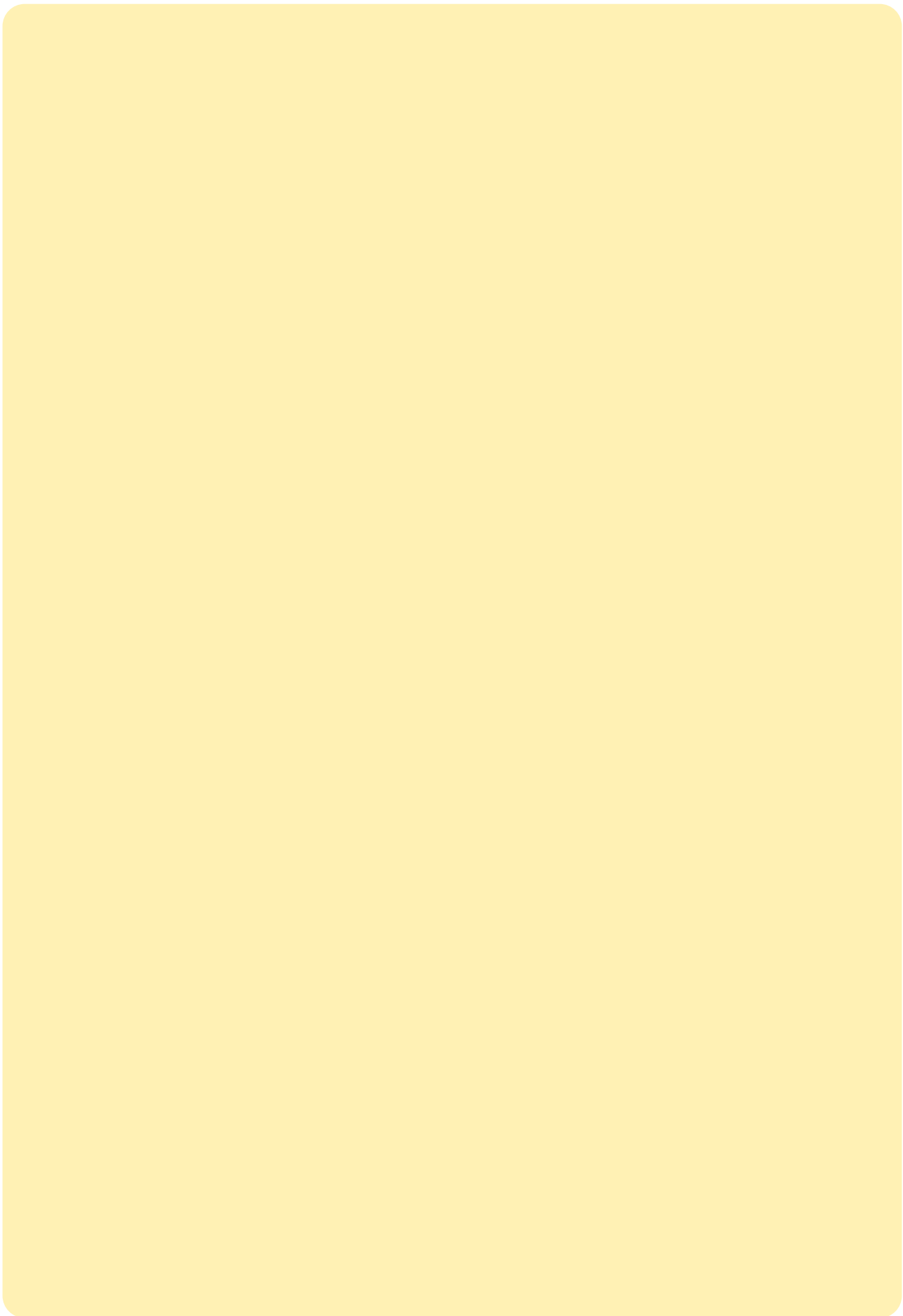
There are a number of clues that point to the possibility of plagiarism, and you should remain alert to the possibility of spotting these.

You should check a candidate's work for acknowledgement of sources as the work is being completed.

Varying quality of content is one of the most obvious pointers. Well-written passages containing detailed analyses of relevant facts alternating with poorly constructed and irrelevant linking passages ought to give rise to suspicion.

Another practice is for candidates to write t d sts. vS





If you suspect that an assignment has been plagiarised, the next step is to try to locate the source.

The easiest method is to type a four to six word phrase from the text (preferably one with an unusual phrase in it) directly into a search engine such as Google and perform an "exact phrase search". If the article was copied from the free, visible web there is a good chance this approach will find it, particularly if a few search engines are tried.

Another method to look through the web, is to use the search engines that candidates use, as these are common sources for essays and assignments. Assessors should familiarise themselves with the websites that offer essay distribution or writing services. A list of these is given at the end of this article, but as new sites frequently open this list does not claim to be comprehensive or up-to-date. Use a search engine to find other similar sites. Once on a common website, use the search engine to find other similar sites. Once on a common website, use the search engine to find other similar sites.

Computer programmes to detect plagiarism have been available commercially for some time. There are two basic types. The first type requires software to be installed on the user's machine. This compares a candidate's essay to a defined bank of essays such as a

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There are also computer detection tools to identify potential AI misuse. AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content

- 35** If your suspicions are confirmed and the candidate has not signed the declaration of authentication, your centre need not report the malpractice to the appropriate Awarding Body. Centres can resolve the matter themselves prior to the signing of the declarations. Teachers must not accept work which is not the candidate's own. Ultimately the Head of Centre has the responsibility for ensuring that candidates do not submit plagiarised work.
- 36** If plagiarism is detected by the centre and the declaration of authentication has been signed, the case must be reported to the Awarding Body. The procedure is detailed in JCQ (www.jcq.org.uk/exams-of ce/malpractice/).
- 37** If plagiarism is suspected by an awarding body's moderator or examiner, or if it has been reported by a student or member of the public, full details of the allegation will usually be relayed to the centre. The relevant awarding body will liaise with the Head of Centre regarding the next steps of the investigation and how appropriate evidence will be obtained.
- 38** The awarding body will then consider the case and, if necessary, impose a sanction in line with the sanctions given in the JCQ (<https://www.jcq.org.uk/exams-of ce/malpractice/>). The sanctions applied to a student committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and the student being barred from entering for one or more examinations for a set period of time.
- 39** Awarding bodies will also take action, which can include the imposition of sanctions, where centre staff are knowingly accepting, or failing to check, inauthentic work for qualification assessments.

