Examination Assessment
Policy and Procedures

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This policy is written in support of the school's mission statement and declared aims:

The School's Mission Statement and Aims

The school supports the following mission statement:
"Ysgol Y Rhos provides a safe and stimulating learning environment in which pupils are offered a fresh start every day and empowered to achieve and fulfil their true potential."

And the following associated set of Aims:
At Ysgol Y Rhos we aim to:
- provide opportunities that compensate for earlier missed experiences
- enable pupils to distinguish right from wrong
- support pupils in learning to manage their own behaviour
- support improved self-esteem and self-image
- enable pupils to develop the skills for positive social interaction
- empower pupils to participate in their own education
- provide a safe, secure learning environment
- help pupils to begin to enjoy learning
- help pupils to achieve their potential
- prepare pupils for success in adult life in British society
- empower pupils to invest in their own future development and that of the school community

Non-Examination Assessment Policy

JCQ requires each school conducting non-examination assessments to have a Non-Examination Assessment Policy in place to:
- Cover procedures for planning and managing non-examination assessments.
- Define teaching staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

A JCQ school inspector will ask the **examinations officer** to confirm that such a policy is in place.

The instructions apply to all GCSE specifications with one or more non-examination assessment components, as defined in the awarding body's specification and which contribute to the main qualification grade.

Purpose:

Ysgol y Rhos:
- is committed to ensuring that internal non-examination assessments are conducted by members of teaching staff who have the appropriate knowledge, skills and understanding.
- will ensure non-examination assessment evidence provided by candidates is produced and authenticated according to the requirements of the awarding body for the subject concerned.

- will ensure the consistency of internal assessment will be maintained by internal moderation and standardisation and, where appropriate, through taking part in external moderation processes.
- will ensure all candidate work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

The purpose of this policy is to provide information and ensure understanding of the procedures for non-examination assessment in school.

Legal Framework

1.1   This policy has been created with regard to the following guidance:
- Joint Council for Qualifications (JCQ) (2021) 'Instructions for conducting non-examination assessments (reformed GCE & GCSE specifications)' (2021/2022)
- JCQ (2021) 'General Regulations for Approved Centres' (2021/2022)

1.2   This policy will be implemented in conjunction with the following school policies:
- Assessment and Examination Policy
- Exam Appeals Policy
- Equal Opportunities Policy

1.3   This policy has been updated to accommodate changes made to JCQ ICE revisions 2023-24 'Revision 2'

Roles and Responsibilities

2.1   **The headteacher is responsible for:**
- Appointing an appropriate subject leader for each subject that involves non-examination assessment.
- Ensuring that this policy is fit for purpose.
- Ensuring the school's internal appeals procedures clearly detail that the appeals procedure is to be followed by candidates and parents appealing against internally assessed marks.
- Ensuring the correct conduct of non-examination assessments, which complies with JCQ and awarding body subject-specific instructions, is followed.
- Ensuring the assessment schedule is recorded in the school-wide calendar by the beginning of the academic year.
- Ensuring there are no conflicts of interest, e.g. a teacher teaching their own child.
- Ensuring that external moderators receive the correct samples of work to review, within the timeframe specified by the awarding body.

2.2   **The Examinations Officer is responsible for**:
- Confirming with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.

- Ensuring appropriate procedures are in place for internally standardising and moderating the marks awarded by subject teachers in line with the awarding body's criteria.
- Providing a school-devised template, where the awarding body has not provided one, for candidates to record their research, planning, resources, etc.
- Ensuring subject teachers understand their roles and responsibilities within the non-examination assessment process.
- Ensuring JCQ and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments.
- Ensuring the relevant entry codes for subjects are made available in time with the internal deadlines for entries.
- Understanding and complying with the general JCQ instructions.
- Where instructions may also be provided by the awarding body, understanding and complying with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Ensuring that teachers mark internally assessed work to the criteria provided by the awarding body.
- Carrying out tasks, where these may be applicable, that support the administration and management of non-examination assessments.
- Ensuring subject teachers are kept up-to-date with JCQ regulations and information.
- Ensuring that candidates are entered for the correct assessments and the entry forms reach the relevant awarding body at the specified time.
- Ensuring non-examination assessments are in compliance with JCQ's and the awarding body's specifications.
- Ensuring adequate training for invigilators in line with JCQ stipulations (2023/24)
- Creating an adequate and effective contingency plan for the event that the examination centre cannot be used (Emergency situation)

Basic principles

3.1 Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

3.2 There are three assessment stages, specified by JCQ, and rules which apply to each stage.

These stages are:
- Task setting
- Task taking
- Task marking

3.3 The implementation of these rules will vary across subjects due to subject-specific content.

Task Setting

4.1 Subject teacher will consult the relevant awarding body's specification in order to obtain the date for the issuing of the tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in schools.

4.2 Subject teacher will take care to distinguish between requirements or tasks for legacy specifications and requirements or tasks for new specifications.

4.3 If the wrong task is issued to candidates, the school will make arrangements for candidates to undertake the correct tasks. Awarding bodies will usually do all that they can to protect candidates' interests, but in some cases, it may not be possible to accept work based on the wrong task. The school will, therefore, take great care to ensure that the correct task is issued to candidates.

Task Completion

5.1 Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification states otherwise:
   o Invigilators and display of JCQ 'Unauthorised items' and JCQ 'Warning to Candidates' posters are not required.
   o Candidates must be supervised by a member of staff at all times to ensure that the work is the candidate's own. Teachers/staff The school will always check the subject-specific requirements issued by the awarding body.
   o The school will ensure that:
      ✓ There is sufficient supervision of every candidate to enable work to be authenticated.
      ✓ The work that an individual candidate submits for assessment is their own.

5.2 Due to the ever-increasing complexity of AI-powered applications, all candidates' work that directly contributes to the non-examination assessment should be completed in school OR under direct staff supervision.

5.3 Where candidates work in groups, the **teacher** will keep a record of each candidate's contribution.

5.4 The school will ensure that candidates understand what they need to do to comply with the regulations for non-examination assessments.

5.5 The school will ensure that candidates:
   • understand that information from published sources must be referenced.
   • receive guidance on setting out references.
   • are aware that they must not plagiarise other material.

Advice and feedback

5.6 As appropriate to the subject and component, the school will advise candidates on aspects such as, but not limited to, those listed below before work begins:
   • sources of information
   • relevance of materials and concepts
   • structure of the response
   • techniques of data collection
   • techniques of data presentation
   • skills of analysis and evaluation
   • health and safety considerations, e.g. when using equipment, including computers

- potential ethical considerations
- the security of their work

5.7 The school will not provide model answers or writing frames for a specific task.

5.8 Unless specifically prohibited by the awarding body's specification, teaching staff may:
- ✓ Review candidates' work and provide oral and written advice at a general level.
- ✓ Having provided advice at a general level, allow candidates to revise and re-draft work.

5.9 General advice will not be recorded or taken into account when marking work.

5.10 Teachers may not:
- ❖ Provide detailed specific advice on how to improve drafts to meet the assessment criteria.
- ❖ Give detailed feedback on errors or omissions which limits candidates' opportunities to show initiative.
- ❖ Intervene personally to improve the presentation or content of work.

unless they will record this assistance and either take it into account when marking the work or submit it to an external examiner.

5.11 Annotations will be used to explain how marks were applied in the context of the additional assistance given.

5.12 Teaching staff will not provisionally assess work and then allow the candidate to revise it.

5.13 Teaching staff will not provide any type of assistance if the awarding body's specification explicitly prohibits it.

5.14 Assistance will not be given if there is no means to record it and to take account of it in the marking.

5.15 Any failure to follow the procedures outlined in paragraphs 5.12 to 5.14 constitutes malpractice.

Resources

5.16 Certain subjects will require candidates to gather information from published sources when researching and planning their tasks.

5.17 Candidates will normally have unrestricted access to resources. The school will refer to the awarding body's specification and/or associated documents for confirmation.

5.18 Unless the awarding body's specification states otherwise, for all formally supervised sessions, candidates':
- ✓ access to resources will be tightly prescribed and normally restricted to preparatory notes.
- ✓ access to the internet will not be permitted.
- ✓ personal computers or other electronic devices will not be permitted to be used in formally supervised sessions.

5.19 Candidates will not be allowed to introduce new resources between formally supervised sessions. When work for assessment is produced over several sessions, the work that will be assessed and preparatory work will be collected and stored securely at the end of each session (not accessible to candidates).

5.20 Additional precautions will be taken where candidates are permitted to work on computers. This includes collecting memory sticks for secure storage between sessions.

5.21 The work submitted for assessment will include references to any sources used, where appropriate.
 ✓ To facilitate this, each candidate will keep a detailed record of their own research, planning and resources, etc. The record will include all the sources used, including books, websites and audio/visual resources. Candidates are not permitted to use any materials they cannot directly cite.

Word and time limits
5.22 The school will refer to awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only, candidates will be discouraged from exceeding them.

Collaboration and group work
5.23 Unless the awarding body's specification states otherwise, candidates are free to collaborate when carrying out research and preparatory work.
5.24 Where specifications permit, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. Teachers will ensure it is possible to ascertain individuals' contributions to the group work.
5.25 Where a group assignment requires written work to be undertaken, each candidate will write up their own account of the assignment. It is acceptable for all members of a group to record the same data, but each will use their own words and their own contributions will be clearly identified. The contribution of individual candidates will be clear from both the work itself and, if applicable, the records.
5.26 Each candidate will be marked as an individual for the work they have contributed.
5.27 The school is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

 Authentication procedures
5.28 Teachers will be sufficiently familiar with the candidate's general standard of work to judge whether the piece submitted is within their capabilities.
5.29 Where required by the awarding body's specification, the following procedure will be applicable candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
5.30 Teachers will sign a declaration of authentication after the work has been completed confirming that:
 ❖ The work is solely that of the candidate concerned.
 ❖ The work was completed under the required conditions.
 ❖ Signed candidate declarations are kept on file. (Signed candidate declarations will be kept on file until the deadline for the enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by the JCQ school inspector.)
5.31 If teachers are unable to confirm whether work presented is a candidate's own but it has been completed under the required conditions, they will:
 o not accept the candidate's work for assessment.
 o record a mark of zero for internally assessed work.
 o notify a member of the **examinations officer**.

5.32 The **headteacher** will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the prescribed practical activities.

5.33 The **headteacher** will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the Spoken Language endorsement.

Presentation of work

5.34 Candidates will be allowed to word process their work where applicable in line with the school's Word Processor policy.(See appendix)

5.35 Candidates will be instructed to put the following information on each page as a header or footer:
- ✓ five-digit school examination centre number.
- ✓ candidate number.
- ✓ component code.

5.36 Candidates will be permitted to use spelling and grammar check when they are word processing.

5.37 Candidates will be encouraged to use black ink and write legibly for submitted written work.

5.38 Candidates will submit both handwritten and word-processed work on A4 paper unless the awarding body's specification states otherwise.

5.39 Candidates will include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

5.40 The insuring of fragile and valuable materials will be considered by the headteacher.

5,41 The inclusion of items of sentimental value, such as photographs or certificates, will not be permitted in the presentation of work.

5.42 Consent will be obtained at the beginning of the course from corporate parents if videos, photographs or images of candidates will be included as evidence of participation or contribution.

5.43 Bulky covers and folders will be removed before work is sent for moderation or external marking.

5.44 Candidates' work will be securely packaged and fastened, and the awarding body's cover sheet will be fully completed and attached to the work.

Keeping materials secure

5.45 Where candidates are producing work over a period of time under formal supervision, their work will be stored securely in a locked cabinet, cupboard or in a classroom or workshop which is locked or supervised between sessions.

5,46 When work is stored in a digital format the school undertakes to keep the work that candidates have submitted secure.

5.47 Teachers will be allowed to take work home to mark, provided that they take sensible precautions regarding the work's security.

5.48 Internally assessed work that is not required for moderation purposes and work returned to the school after moderation will be returned to secure storage until all possible post-results services, such as appeals, have been exhausted. If post-results services have not been requested, internally assessed work will be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed

work will be returned once the enquiry about results and any subsequent appeal has been completed.

5.49 Candidates will be reminded to keep their work secure at all times and not to share completed work or partially completed work on social media or by any other means.

5.50 The school will consider encrypting any sensitive digital in line with the relevant awarding bodies' guidance to ensure that the method of encryption is suitable.

Using work for other purposes

5.51 Candidates will be reminded that they must not publicise their work before its submission for formal assessment, e.g. posting it on social media.

5.52 During the period from the submission of work for formal assessment until the deadline for requesting a review of results, **copies** of candidates' work may be used for other purposes, (e.g. in a competition) provided that the originals are stored securely by the school.

5.53 Any material which is not required for moderation purposes, or any subsequent review, may be freely used by the candidate.

5.54 Where original work is used for moderation, a teacher will be present if, during this period:
- ✓ assessed work is exhibited.
- ✓ a candidate takes assessed work to an interview.
- ✓ the work is removed from secure storage for any other reason
- ✓ Moderation/quality assurance

Task marking – externally assessed components
Conduct of externally assessed work

6.1 The format of external assessment will vary according to the specification and component. The subject-specific arrangements found in the awarding body's specification will be followed.

6.2 Externally assessed work will be conducted within a window specified by the awarding body.

6.3 The school is aware that, if, during the external moderation process, it is found that candidates' work has not been properly authenticated, the awarding body will set the mark(s) awarded by the school to zero.

Submission of work

6.4 The school will pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent at sessions. The school recognises that failure to do so will impact upon an awarding body's ability to deliver an accurate set of results.

6.5 A copy of the attendance register will be kept until the deadline for enquiries about results has passed.

6.6 Where candidates' work needs to be dispatched to an examiner, it will be sent by the date specified by the awarding body.

Feedback:

6.7 The school will review feedback from awarding bodies, concerning the conduct of assessments. In order to meet the agreed standard for the component.

Task marking – internally assessed components
Marking and annotation
7.1 Teachers will mark work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.
7.2 Teacher annotations will be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the school and enable the moderator to check that marking is in line with the assessment criteria.

Annotating work
7.3 When marking, the marker will follow guidance in the relevant specification and associated subject-specific documents.
7.4 The marker will provide evidence to support awarded marks.
7.5 The marker will identify the assessment criteria that the candidate has met.
7.6 The marker will be clear and unambiguous.
7.7 The marker will use key phrases from the marking criteria, e.g. "uses a variety of techniques".
7.8 The marker will insert annotations at the appropriate point in the work – in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

Completing documentation
7.9 The marker will record the feedback and guidance that is given to candidates.
7.10 The marker will enter marks in the way specified by the relevant awarding body.

Candidates who submit insufficient or no work
7.11 When a candidate submits no work whatsoever, the candidate will be reported to the awarding body as **<u>absent</u>**.
7.12 When the candidate submits insufficient work, the candidate's work will be marked against the assessment criteria. The appropriate mark will be awarded. If **<u>none</u>** of the work is worthy of credit, the candidate will be awarded a mark of **<u>zero</u>**.

Revealing marks to candidates
7.13 The school will reveal internally assessed marks to candidates, as a candidate may request a review of the school-assessed mark.

Candidates who request a review of the school's mark
7.14 Any review will be undertaken before marks are submitted to the awarding body.
7.15 Sufficient time will be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision.
7.16 The school will allocate sufficient time for the review to be completed, making changes to marks where necessary and informing the candidate of any changes, all before the awarding body's deadline.
7.17 The review will be carried out by an appropriate assessor, from outside the school, who has no previous involvement in the assessment of the candidate's work and has no personal interest in the review.
7.18 The school will ensure that all candidates are aware that school-assessed marks are subject to change through the moderation process.

Internal standardisation

7.19 The marker will indicate on candidates' work, or on the cover sheet of the work, the date of marking.

7.20 All markers involved in the school-assessed marking will work to common standards.

7.21 When internally standardising, the school will adhere to the following process:
- ✓ In the first year of a new specification, the teacher concerned will participate in awarding body training.
- ✓ In subsequent years, the school will obtain exemplar material provided by the awarding body and use the school's own archive material.
- ✓ Teachers will agree upon a common understanding of the assessment criteria.
- ✓ The school will compare standards through discussion of a small sample of work.
- ✓ The school will ensure that any discrepancies in marking are resolved.
- ✓ New marks will be checked by the teacher responsible for internal standardisation.
- ✓ The school will retain evidence that internal standardisation has been carried out.
- ✓ The school will keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Submission of work and marks for moderation

7.22 The school will set internal deadlines which will allow accommodation for any candidate requests for reviews of marking and to meet the deadline for submission of marks of candidates' work, as published by the awarding body.

7.23 The work submitted will be carefully checked for addition and transcription errors before submission.

7.24 The school will submit the supporting documentation required by the awarding body, including:
- ❖ authentication of candidates' work.
- ❖ confirmation that internal standardisation has been undertaken.
- ❖ any subject-specific information.

Storage and retention of work after submission and marks

7.25 The school will keep a record of names and candidate numbers for candidates whose work was included in the sample sent to the moderator.

7.26 The school will retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

7.27 If retention of the work is a problem due to the nature of the work, the school will keep evidence, such as photos.

7.28 Awarding bodies may retain the work of some candidates for archive and standardisation purposes.

Access arrangements

9.1 Awarding bodies' specifications are developed to be compliant with equality legislation. Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

9.2 If a candidate has an access arrangement as part of their normal way of working within the school, if possible, a similar arrangement will be organised.

9.3 The school will apply for access arrangements in advance of timetabled non-examination assessments.

9.4 The SENCO / ALNCO will ensure that all relevant staff are aware of any access arrangements which need to be applied for in regard to non-examination assessments.

Special consideration

10.1 Candidates who are unexpectedly absent for one or more formally supervised sessions, or because they join a course late, will not be eligible for special consideration. Instead, the candidate will be given an opportunity to make up the missed time.

10.2 Candidates who are absent for an acceptable reason on the day of an external examiner visiting may be given special consideration – advice will be sought from the awarding body at the time of the candidate's absence to arrange possible alternative assessment arrangements.

10.3 When there is not another upcoming opportunity for assessment and the candidate was absent for acceptable reasons when their peers undertook the assessment, the candidate may be eligible for special consideration.

10.4 In order for a candidate who has been absent to be eligible for special consideration, the following criteria must be met:
- The candidate has covered the entire course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment during the certification series at the same time as their peers for acceptable reasons.
- The school has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The school can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The school supports the application for special consideration.

10.5 Awarding bodies will accept a reduced quantity of work, providing the following criteria is met:
- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and each required assessment objective has been covered at least once.

Loss of work Through Negligence

10.6 If the candidate is responsible for the loss of their work through negligence, no special consideration will be given.

10.7 If the school is responsible for the loss of work through negligence, then the candidate will be eligible for special consideration, providing the school can verify

that the work was completed or partially completed and had been monitored whilst it was in progress.

Malpractice

11.1 Teachers must familiarise themselves with the JCQ document 'Notice to Centres – Sharing NEA material and candidates' work'.

11.2 Candidates must not:
- submit work which is not their own.
- make their work available to other candidates through any medium.
- allow other candidates to have access to their own independently sourced material.
- assist other candidates in producing work.
- use books, the internet or other sources without attribution and acknowledgement.
- submit work that has been word-processed by a third party without acknowledgement.
- include inappropriate, offensive or obscene material.

11.3 Candidates will not publish their work on social media.

11.4 If a candidate malpractice is discovered after a candidate has signed the authentication statement, the awarding body may impose one of the following penalties:
- Award the work a mark of zero
- Disqualify the candidate from that component of the examination series
- Disqualify the candidate from the entire subject for that examination series
- Disqualify and ban the candidate from re-entering for a period of time

11.5 The **headteacher** will ensure that those members of staff involved in the direct supervision of candidates producing non-examination assessment material are aware of the potential risk of malpractice.

11.6 Teaching staff will be aware that failure to report malpractice constitutes malpractice itself.

11.7 Teachers will:
- Be vigilant.
- Escalate and report any alleged, suspected or actual incidents of malpractice.

11.8 If teachers suspect malpractice the relevant awarding body will be contacted.

11.9 To avoid malpractice, where a teacher is teaching, preparing or assessing a candidate with whom they have a close relationship, e.g. a member of their family, the school will declare any possible conflicts of interest to the relevant awarding body and submit the marked work for moderation, whether or not it is part of the moderation sample.

Quality assurance

12.1 The school is committed to quality assurance and believes it in an integral part of the school's processes.

12.2 At the school, an internal verification process is in place to ensure that consistent testing and assessment standards are maintained.

12.3 Several methods of internal verification are carried out on an on-going basis, including the following:

- Appraisals
- Working observations
- Moderation
- Standardisation

12.4 All cases of borderline achievement are internally verified. All internal verification is recorded on candidates' work and on central recording systems.

12.5 All necessary teaching staff members attend relevant training and courses, keeping up-to-date with various methods of assessment and marking.

12.6 Where a new marker is assessing they will be mentored by the Deputy Headteacher.

12.7 Information from the awarding body is circulated to all members of staff involved in the assessing of candidates' work.

12.8 The school's Equal Opportunities Policy followed at all times and regularly monitored.

Monitoring and review

- The implementation of this policy will be monitored:
  - by senior leaders, working with all teachers,
  - by consideration of any external reports received,
  - by consideration of any appeals received

- The review of this policy will be reported on regularly to SMT.

Artificial Intelligence (AI) and Plagiarism

13.1 The school will adhere to all guidance set out by the JCQ in AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications

13.2 The school will set out what it considers to be appropriate and inappropriate uses of AI within the context of non-examination assessment preparation:

Appropriate:
- Use of AI as smart search engines that present information in ways that are easy to read and understand for the purposes of research about a topic.
- Asking an AI program for clarification or explanations when you need help, to add contextual detail or practical examples when a simple dictionary definition does not provide full understanding.
- You can generate ideas, topics, and writing prompts using AI programs for the purposes of researching a subject and creating mind maps or similar.

Inappropriate
- Using any AI programme or similar application to create work or content that is not your own.
- Use any text or image created or found by AI in a non-examination assessment.
- Use any material found, be it text or image, without secondary fact-checking or explicit references for the purposes of research.
- The modification of content in an attempt to pass it off as one's own word.