***Hobsbawm Example One***

**Here's the original:**

In fact, after 1870 the food and the eating habits of the British people began to be transformed. They began, for instance, to eat fruit, previously a luxury. To begin with working-class fruit consumption took the form of jam; later also of the novel and imported banana, which supplemented or replaced apples as the only fresh fruit eaten by the urban poor. Even so characteristic a landmark of the British proletarian scene as the fish-and-chip shop first appears in this period. It spread outwards from its original home in, probably, Oldham, after 1870. (Hobsbawm, 1990, pp. 162-3).

**And here's the first example:**

Even so characteristic a landmark of the British proletarian scene as the fish-and-chip shop first appears in the period after 1870. Its original home was probably Oldham.

**Is it plagiarism?**

## *Hobsbawm Example Two*

### Here's the original again:

In fact, after 1870 the food and the eating habits of the British people began to be transformed. They began, for instance, to eat fruit, previously a luxury. To begin with working-class fruit consumption took the form of jam; later also of the novel and imported banana, which supplemented or replaced apples as the only fresh fruit eaten by the urban poor. Even so characteristic a landmark of the British proletarian scene as the fish-and-chip shop first appears in this period. It spread outwards from its original home in, probably, Oldham, after 1870. (Hobsbawm, 1990, pp. 162-3).

### And here's Example 2:

There were many changes in the British diet in the period after 1870. Fruit became more common, especially in the form of fruit jam. Even the fish-and-chip shop dates from the same period (Hobsbawm, 1990, pp. 162-3)

### Is it plagiarism?

## *Hobsbawm Example Three*

### The original again:

In fact, after 1870 the food and the eating habits of the British people began to be transformed. They began, for instance, to eat fruit, previously a luxury. To begin with, working-class fruit consumption took the form of jam; later also of the novel and imported banana, which supplemented or replaced apples as the only fresh fruit eaten by the urban poor. Even so characteristic a landmark of the British proletarian scene as the fish-and-chip shop first appears in this period. It spread outwards from its original home in, probably, Oldham, after 1870. (Hobsbawm, 1990, pp. 162-3).

### Here's Example 3:

In fact, after 1870 the food and the eating habits of the British people began to be transformed. They began, for instance, to eat fruit, previously a luxury. To begin with, working-class fruit consumption took the form of jam; later also of the novel and imported banana, which supplemented or replaced apples.   
(Hobsbawm, 1990, pp. 162).

**Is it plagiarism?**

## *Hobsbawm Example Four* The original again:

In fact, after 1870 the food and the eating habits of the British people began to be transformed. They began, for instance, to eat fruit, previously a luxury. To begin with, working-class fruit consumption took the form of jam; later also of the novel and imported banana, which supplemented or replaced apples as the only fresh fruit eaten by the urban poor. Even so characteristic a landmark of the British proletarian scene as the fish-and-chip shop first appears in this period. It spread outwards from its original home in, probably, Oldham, after 1870. (Hobsbawm, 1990, pp. 162-3).

### Here's what number 4 does with it:

The period around and after 1870 saw many changes in British life and culture. Hobsbawm (1990, pp. 162-3) describes changes and improvements in diet, including an increase in the consumption of fruit and the arrival on the scene of the fish-and-chip shop. Far from being a timeless traditional part of British life, the fish-and-chip shop was a product of these years of change at the end of the nineteenth century. Many aspects of Britain which are sometimes thought to be very old were similar innovations of this period (Colls and Dodd, 1987).

## Gillon Example One

### Here's the original from Gillon, (1995):

Among the more important are the following prima facie duties: to give the patient at least what he or she considers to be adequate information, and often more if the doctor knows that more information will probably be appreciated and relevant to good decision making; not to lie to or otherwise deceive the patient (unless he or she deliberately chooses such deception); and to allow the patient to have at least strategic control over which course of action to pursue - that is, the doctor may advise, but the patient is then given the opportunity to decide whether to accept that advice. (Gillon, 1995, p. 165).

### And here's the first example:

Gillon, (1995, p.165) states that the doctor should not deceive the patient, except when that is the patient's own choice. Otherwise, adequate and accurate information should be given. In my placement, I worked with two patients who had the same illness, but who asked for very different amounts of information. One wished to be told as much as possible; the other did not want to be told anything, and said so. I co-operated with the patients' different wishes. The underlying principle is that the patient should be the judge of what is the proper amount of information, not the doctor or nurse.

### Is it plagiarism?

## Gillon Example Two

## Original:

Among the more important are the following prima facie duties: to give the patient at least what he or she considers to be adequate information, and often more if the doctor knows that more information will probably be appreciated and relevant to good decision making; not to lie to or otherwise deceive the patient (unless he or she deliberately chooses such deception); and to allow the patient to have at least strategic control over which course of action to pursue - that is, the doctor may advise, but the patient is then given the opportunity to decide whether to accept that advice. (Gillon, 1995, p. 165).

### Student:

It is necessary to give the patient at least adequate information, and often more if the doctor knows that extra information will be appreciated; not to tell lies to patients, or otherwise deceive them (unless he or she chooses such deception); and to let the patient at least have strategic control over the right course of action.

### Is it plagiarism?

## Gillon Example Three

### Original:

Among the more important are the following prima facie duties: to give the patient at least what he or she considers to be adequate information, and often more if the doctor knows that more information will probably be appreciated and relevant to good decision making; not to lie to or otherwise deceive the patient (unless he or she deliberately chooses such deception); and to allow the patient to have at least strategic control over which course of action to pursue - that is, the doctor may advise, but the patient is given the opportunity to decide whether to accept that advice. (Gillon, 1995, p. 165).

### Student:

In my recent placement, it was the practice on the ward to talk to each patient individually, and to give information if it was felt that the patient wanted to have it, or would benefit from it. There were some patients who did not want information, and said that they did not want to know. It sometimes happened that patients with very similar conditions could be told very different amounts of information, depending on how much they said they wanted (Gillon, 1995, p. 165)

### Is it plagiarism?

## Gillon Example Four

### Original:

Among the more important are the following prima facie duties: to give the patient at least what he or she considers to be adequate information, and often more if the doctor knows that more information will be appreciated and relevant to good decision making; not to lie to or otherwise deceive the patient (unless he or she deliberately chooses such deception); and to allow the patient to have at least strategic control over which course of action to pursue - that is, the doctor may advise, but the patient is then given the opportunity to decide whether to accept that advice. (Gillon, 1995, p. 165).

### Student:

Gillon (1995, p. 165) emphasises that the patient should be given 'at least what he or she considers to be adequate information', that the doctor or nurse should not deceive the patient, unless the patient wishes it, and that the patient should have as much control over the process as possible. For example, the patient should be free to decide whether to accept the doctor's advice or not.

### Is it plagiarism?

## Gillon Example Five

### Original :

Among the more important are the following prima facie duties: to give the patient at least what he or she considers to be adequate information, and often more if the doctor knows that more information will probably be appreciated and relevant to good decision making; not to lie to or otherwise deceive the patient (unless he or she deliberately chooses such deception); and to allow the patient to have at least strategic control over which course of action to pursue - that is, the doctor may advise, but the patient is then given the opportunity to decide whether to accept that advice. (Gillon, 1995, p. 165).

### Student:

Gillon (1995, p. 165) suggests that a patient must be given 'at least what he or she considers to be adequate information.' However, he does not define 'adequate', and the complexity of differing patient needs ensures that this remains a difficult and controversial issue. In addition to the ethical debate, consideration of legal precedent will also be relevant (Bolam & Sidaway, 1997).

### Is it plagiarism?