



AYAZAĐA IřIK FEN LİSESİ



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ACADEMIC HONESTY POLICY



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ACADEMIC HONESTY

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I. Academic Honesty at FMV Private Ayazağa Işık High School and Science High School

Academic Honesty is one of the main principles of FMV Private Ayazağa Işık High School-Science High School. Our school philosophy is based on the belief of raising honest and responsible global citizens who have awareness about ethical values. Our school expects students to be aware of concepts relating to academic honesty and display proper academic behaviour throughout their lives. Not only the students, but the whole school community knows the significance of showing righteous and honest behaviour and being principled.

Basically, academic honesty means doing your own work and showing that you have acquired the knowledge that you claim to have. In our school, students are encouraged to question and think critically and creatively. It is significant that students show how they construct their opinions, how they express them, and how they reflect others' opinions. All students must understand the benefits of properly conducted research and the integrity of all forms of homework assignments and assessments, and they must be aware of the meaning and importance of concepts such as authenticity, intellectual property and creative expression. All students must know that they are expected to present and submit authentic work that is based on their creativity, individual and original ideas, using their own language and expressions, if any, with the ideas or products of others fully acknowledged. Academic honesty does not only include students, but teachers as well. Academic honesty means promoting personal integrity, and the fair practice of teaching, learning and assessment.

II. The Aim of Academic Honesty and Preparation Process

This publication is a guide that shows how academic honesty is applied and maintained. The Academic Honesty Policy ensures that academic procedures to be carried out within the school are fair, consistent, and transparent. This policy defines the rights and responsibilities of all school members in line with academic honesty, makes

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what is academically acceptable or malpractice clear for everyone, and clarifies what procedures are followed in case of malpractice.

The issue of academic honesty is approached in a positive way, stressing that it is a part of academic life. This academic honesty policy is planned to support and maintain fair academic implementations rather than only revealing malpractice and punishment. The policy and guidance within this booklet apply to all FMV Özel Ayazağa Işık High School-Science High School students and the members of school community.

This publication aims to

1. help define academic honesty and malpractice for the whole school, including the context of the Diploma Programme for IB Diploma candidate students.
2. underline the importance of authenticity in students' work.
3. set roles and responsibilities of the school principal, teachers, students and examiners in preventing and detecting malpractice.
4. provide a solution to the unnecessary tension between the teacher and the student.
5. clarify the consequences of malpractice.
6. describe the procedure followed by the school and by the IBO when investigating suspected malpractice.
7. establish and promote good academic practices and procedures that minimize the cases of malpractice at school.

An executive committee composed of the school administration, IB Diploma Coordinator, teachers, the librarian, guidance and counselling service, students, and parents is assembled before the Academic Honesty Policy is created. During the preliminary examination carried out by the executive committee, it is examined whether academic honesty has a clear place in school's philosophy or not, and whether it is in line with the IB philosophy or not. The present implementations are then reviewed in accordance with school and IB philosophy. When a deficiency is detected, an action plan is formulated.

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After the review, a draft including the main and sub-headings is prepared and the academic honesty policy is written. The written policy has been shared with the whole school community.

While FMV Private Ayazağa Işık High School-Science High School Academic Honesty Policy is written, the following factors are considered:

1. Preparing a policy that is appropriate for both our school philosophy and IB expectations.
2. Having a reference system to be used by the whole school community, teaching this system to the school community and making sure it is successfully implemented.
3. Describing the reference system to teachers and students and providing them with guidelines about how to use it.
4. Taking in-service training on academic honesty if necessary.
5. Applying determined procedures in case academic honesty is violated.
6. Recognizing that the purpose of spreading the principle of academic honesty is to help internalize an ethical approach both in access and transfer of information and to help improve scientific writing skills.

III. Academic Honesty and Malpractice Terms

Academic malpractice means an unfair advantage for a student in an academic assessment, or achieving a result that would not have been possible without the misconduct.

Malpractice includes:

- Plagiarism: Representation of the ideas or work of another person as their own.
- Collusion: Allowing one's work to be copied or submitted by another.
- Duplication: Presentation of the same work for different assessment procedures.
- Cheating: Misconduct during an examination (using resources of information secretly).

IV. Malpractice Examples

The concepts of academic integrity and accuracy are highly valued at FMV Private Ayazağa Işık High School-Science High School. Any malpractice that is not fair, honest, and leading to unfair advantage of students is not allowed in our school.

a) Student

Examples of malpractice by students:

- Submitting the work of another person as their own.
- Taking information from an electronic or printed environment without acknowledgement.
- Not indicating the source of any information in the footnote or the bibliography.
- Not indicating the primary source while presenting the data or results of a research.
- Misusing or falsifying the data collected to support the research.
- Copying of maps, photographs, illustrations, data, graphs and so on without permission.
- Using registered designs and trademarks without mentioning the owner.
- Copying sentences from a book, journal or web site without stating that it is a quotation.
- Translating information from one language to the language of the assessment without acknowledgement.
- Presenting falsified sources.
- Copying the work of another student and submitting it as their own.
- Submitting work prepared by another person or an institution.
- Buying homework.
- Presenting the same work for different courses.
- Falsifying or fabricating data to be used in the work (e.g. experiment or research results).

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- Giving unwarranted excuses or asking for an extension of time with an invalid excuse when the deadlines are not fulfilled.
- Claiming the submission of a work even though it is not submitted.
- Taking unauthorized material to the examination room.
- Acquiring the exam questions and sharing them with the other students.
- Exchanging, or passing on information during the examination.
- Cheating during an examination.
- Changing an exam mark.
- Not obeying the time limit during an examination.
- Impersonating someone else during an exam or being impersonated during an exam.
- Damaging library resources.
- Forging a signature.
- Taking part in the violation of academic honesty applications.

b) Teacher

Examples of malpractice by teachers:

- Failing to notice malpractice in students' work.
- Not analysing work including insufficient and invalid information.
- Accepting plagiarized work from students.
- Not checking if a work has a bibliography or not.
- Not indicating the sources of all written or visual material provided to students.
- Disclosing information about the content of an exam.
- Failing to keep examination papers secure before an exam.
- Providing students with assistance during the exam.
- Leaving students poorly supervised during the exam.

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- Using cell phones during an examination.
- Allowing additional time in examinations without authorization.
- Ignoring a student cheating.

V. Maintaining Academic Honesty

a) Responsibilities of the School

FMV Private Ayazağa Işık High School-Science High School accepts and supports the principle of academic honesty and integrity as a fundamental principle. In this context, students must respect all forms of intellectual property and must be well aware that the usage of any legally registered material (data, maps, photographs, graphs, works of art, and so on) is prohibited unless the source is acknowledged. The school administration informs students about what constitutes academic dishonesty and the possible consequences to be faced from the first day of school. The practices on this issue are carried out by assistant heads, heads of departments, teachers, the librarian, guidance and counselling service, assessment and evaluation team and information technology unit under the supervision of the school principal.

b) Responsibilities of Teachers

It is the responsibility of every subject teacher to confirm that a student's work is authentic. Considering that all prevention measures are put into practice, then it is the subject teacher's role to detect plagiarism. At FMV Private Ayazağa Işık High School-Science High School, all teachers support the school's academic honesty policy. All teachers evaluate whether the students use correct reference systems and behave ethically appropriately during the process of scientific writing or in works submitted.

Teachers of FMV Private Ayazağa Işık High School-Science High School:

- Display an honest and ethical attitude.
- Take responsibility for their behaviour and decisions.

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- Avoid acting in their own self-interest.
- Encourage their students to develop academic integrity.
- Report suspicious administrative or academic practices.
- Take action when there is an academic violation.
- Support academic integrity standards throughout the school.
- Encourage students to be responsible for their own learning processes.
- Guide students in the creation of authentic works.
- Make sure that students understand the requirements and criteria for the work expected from them.
- Give reliable feedback on students' drafts.
- Make sure that students reply to correctly provided communication.
- Help IB students improve IB Learner Profile features.

c) Responsibilities of Students

At FMV Private Ayazağa Işık High School-Science High School, we encourage our students to collaborate with each other when working on their assessments. However, the final work must be produced independently. Even if students work together and come up with similar ideas, or the information they have gathered is based on the same data, the final work must be written in their own words and must be original. Otherwise, the process will be addressed as 'collusion', not 'collaboration'. Students should be guided on the distinction between 'collaboration' and 'collusion'.

Students must prepare a bibliography section when they use information from a printed or electronic source. Additionally, the sources included in the bibliography must be used in the work as a quotation and citation. The in-text citation of the quotation and citation from a printed or electronic environment must be indicated in parentheses. Using this procedure in this context, theoretical and practical works are carried out with students. Students are responsible to correctly acknowledge the words or ideas of others, if any, before submitting their homework or projects. Complying with deadlines is beneficial both for students and teachers as it allows time for revision before the work is submitted in case plagiarism is detected.

d) Responsibilities of Parents

Parents' understanding and cooperation is also a supporting factor in encouraging academic honesty. The school's Academic Honesty Policy and academic honesty work is shared with parents. Parents must support their children, especially by helping them prepare a studying schedule for homework and evaluations. They must keep in touch with the school on a regular basis in order to be informed about the academic requirements and expectations. In the meantime, parents must encourage their children to have a strong relationship with their teachers to get essential academic support and express the difficulties they experience.

FMV Private Ayazağa Işık High School-Science High School expects parents:

- To discuss the topics of integrity and honesty with their children.
- To reward efforts that are honest.
- To express that they do not expect perfection from their children.
- To support their children in terms of time management by following their academic calendars showing exam dates and deadlines.
- Not to confuse guidance with helping.
- To check websites that their children use to prepare their homework.
- To investigate reasons for a possible inappropriate academic honesty displayed by their children immediately and to take urgent disciplinary precautions to correct the situation.

e) Responsibilities of the Library

The library of FMV Private Ayazağa Işık High School-Science High School provides and supports information resources for its users in order to contribute to the school's academic program efficiently, to help teachers' academic studies, to help students make the best of their leisure time as well as their lessons, to integrate students with constructive, critical, academic, and aesthetic values, to fulfil the informational needs of the users, and to improve users' thinking skills.

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The librarian carries out various events to inform the school community about academic honesty. The librarian gives consultative service on making correct use of any kind of data or document with the help of research techniques and ethical principles. The librarian helps students and teachers use APA (American Psychological Association) reference system in their academic work. The librarian also cooperates with the teachers to detect malpractice in students' works, such as quoting information without acknowledging the source, using information or an idea as their own, presenting another students' work as their own, or having someone else complete their work for them.

VI. Authenticating Students' Work

It is the student's responsibility to hand in or submit authentic work with full and accurate acknowledgement. The subject teacher is the best person to be able to judge whether the work submitted is authentic or not. The subject teacher is also responsible for orienting, directing and advising the students on how to prepare authentic work. The style of the student (too few errors, too academic, too much sophisticated vocabulary, etc.), can be the best clue for the teacher in detecting that the work is not original. Therefore, teachers are expected to be familiar with the students and analyse the competence level of language use and style of their students. It would be best to give students ongoing support and guidance, and to have interviews with them on a regular basis on the content of the work, which makes early detection possible.

In addition to ongoing interviews with students in the process of writing, the primary and significant steps followed by our school with regard to academic honesty include teaching academic writing skills to students as soon as possible, teaching how to select correct sources and use them appropriately, improving searching skills, and choosing homework topics that do not lead to cheating.

FMV Private Ayazağa Işık High School-Science High School uses Turnitin, which has been used each academic year since 01.09.2012 and was a necessity during the IBDP accreditation process as a solution to support students' development within the frame of academic honesty (previously Urkund was used).

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If a teacher still has doubts about the authenticity of a student's work before submission, he or she should remind the student about the risk his/her action carries.

VII. Cheating during Examination: The Procedure of Investigation, Offences and Penalty

If a student is understood or detected during an examination, the exam is not evaluated and the following procedure is adopted:

1. The student who cheated is reported to school leadership in writing. The principal evaluates the report and sends the student to Honorary Committee or Discipline Committee if she/he regards it necessary.
2. An investigation committee (a teacher from the department, other than the teacher who detected the malpractice, the department head, the IB coordinator, the assessment and evaluation specialist, and the assistant head) meets to handle the case. The detected case is presented to the Honour/Discipline Committee with the evidence and a report.
3. The student is called to defend himself/herself. The minutes are recorded, and signed both by the teachers and the student.
4. A period of two working days is given the committee to reach a decision, and the decision is submitted to school administration as a written document for approval.
5. The student is removed from certain activities, rights, duties, and rewards (class president, membership of honorary committee or student council etc.) mentioned in the related regulation for the whole academic year.
6. If the student has committed the same malpractice on more than two occasions during his/her high school years, any teacher from the school takes the situation into consideration before writing a letter of recommendation.
7. The students who violate the academic honesty principle during the 9th or 10th grades cannot apply to IB Diploma Programme.
8. A candidate who violates the academic honesty principle at least one time during Diploma Programme is removed from the program.

VIII. Academic Honesty Practices in the framework of IB Diploma Programme

A. Contribution of IBDP to Academic Honesty

The school develops and implements an academic honesty policy appropriate to IB expectations. Academic Honesty, Programme Standard and Implementation (2014) are included in the handbook. According to Standard 3, Article 3, “Teaching and learning supports the comprehension and improvement of academic honesty principle.”.

A.1. Academic Honesty and IB Learner Profile

“Academic honesty is a part of being principled. It is a learner profile that expects students to behave properly and appropriately and act by questioning.” (IB Learner Profile in Review: Report and recommendation, 2013, p.23).

IB student acts morally and honestly with a strong feeling of justice; they respect individuals’, groups’, and societies’ honour. IB students take responsibility for their actions and accept the possible consequences they may face.

A.2. Academic Honesty and ATL Skills

It has become so much easier to access information thanks to developments in technology. For the same reason, the ideas on learning and the ways to construct information have changed as well. With the ATL (Approaches to Teaching and Learning) applications within the framework of IB Diploma Programme, students have the chance to improve their skills on learning to learn through the curriculum. What academic honesty means is a part of this learning and teaching process. Learning social, self-management, communication, searching and thinking skills for students; using questioning-based, conceptual, contextual, differentiated, evaluation-based, and cooperative teaching skills for teachers are the ways to internalize academic honesty principle for both sides. Implementing ATL skills make it easier to apply academic honesty and to maintain academic integrity.

B. IB Diploma Programme and Malpractice

In case of a malpractice by an IB student, the general rules set by IBO and that are available in the Regulations Handbook.

B.1. Homework/ Internal and External Evaluation Works

The possibility of malpractice can be brought forward by Cardiff IB Global Assessment Centre based on the data from Internet-based Plagiarism Detection Service.

In such cases, if the evidence is clear and sufficient (if the candidate copied from a source), IB starts an investigation. In case of a collusion, the investigation is opened if the candidate's work is similar to the work of another. The coordinator shares the procedure created by the Assessment Centre with the school principal and the candidate.

In case of a Malpractice/ Suspected Work;

- a. The coordinator writes a report. (In the report, how IBDP students are informed about academic honesty must be explained and all the information about the candidate in investigation must be shared by giving reference.)
- b. The teacher or advisor of the candidate under investigation is asked to write a report. (In the report, the teacher/advisor must explain what guidance they offered the student about academic honesty, present details about how they mentored the candidate, must prove that the student work is authentic with evidence, and include all the information against the accusation about the candidate by giving reference.)
- c. The candidate under investigation is asked to write a report. (In the report, the candidate must explain all the details about the accusation against him/her by giving reference.)
- d. In cases of suspected student work, the Assessment Centre decides on punishment or a more detailed investigation at its own discretion after all the evidence gathered are reviewed in the process of investigation.

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- e. In case that the committee finds the evidence presented insufficient, the investigation is terminated and homework/exam is evaluated as in normal circumstances.
- f. In case that the candidate is found guilty as a result of violation in academic honesty applications, the candidate cannot receive an IB Diploma.

B.2. Examination

In case of a malpractice during an examination or when it is suspected, IB Coordinator reports the situation to IB Global Centre, Cardiff Assessment Centre. The examiner supports the claim of malpractice or suspicion with evidence. The Final Award Committee is entitled to make the final decision in such cases.

IX. Maintaining Academic Honesty

A. General Procedures

- a.** The students are informed about academic honesty and its significance on the first day of school in every new academic year during the morning assembly.
- b.** The students are informed about the academic honesty policy applied in our school.
- c.** In the parents' hand book there is detailed information about the definition and importance of academic honesty, and the procedure applied when malpractice occurs.
- d.** The students and their parents sign a declaration of authenticity every new academic year.
- e.** As soon as the new school year begins students are given assignments in order to measure and evaluate if the academic policy is well understood and is being taken seriously and the results are evaluated.

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- f.** IB students sign an authenticity contract for each work submitted.
- g.** The academic honesty policy criteria are reflected in the testing and evaluation forms.
- h.** Students are constantly guided on study skills, academic writing, research skills.
- i.** Academic honesty is encouraged and insisted on by all teachers at all levels. All teachers will instruct methods appropriate to their own subjects to practise academic honesty through proper citation, paraphrasing, etc.
- j.** Teachers set a model for academic honesty, especially with the handouts, weekend worksheets, tests, visuals, notes etc. by using correct and consistent citation formats.
- k.** The assignments (homework, term projects etc.) given to the students should be carefully chosen. A good assignment should be one that requires more than merely collecting information. A well-chosen assignment should encourage students to develop their own ideas and to put forth their own interpretation. The topics of TOK and extended essay for Diploma Programme students are chosen cautiously to prevent copying.
- l.** In essays and project drafts teachers talk to the students and become familiar with what the student is writing about. If the work has been written or edited by someone else, or copied straight from the internet, this will be detected by the teacher who is supervising the work. (Excessive elegance of language or the method used may be inconsistent with the student's level. Inability of the student to answer questions about the essay may be another clue.)
- m.** Time management and self-management skills are emphasized and practiced in order to prevent any late submission of student work.

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n. The school holds an Academic Honesty Day every first semester of each academic year, when the students are provided with necessary documentation about academic honesty policy, given examples of malpractice, told about why academic honesty is important and taught how to cite references. In all courses, the topic of academic honesty is covered. Additionally, visual art and music activities are carried out.

o. Turnitin, which enables a common platform for teachers and students, is used as an authenticity check for documents, online evaluation and grading for teachers, is one of the world's leading professional software. In this context, Turnitin is used to prevent the tendency towards cheating, to provide objective analysis report for teachers in case of cheating, and to encourage research in our school. FMV Private Ayazağa Işık High School-Science High School uses Turnitin to provide its teachers and students with support for pedagogical studies in the direction of academic honesty policy.

B. Exam Procedures

a. Examination papers are kept secure before the exam. Precautions are taken to prevent exam questions from being captured in the process of copying and from being left around recklessly. It is enabled that the exam questions are not accessible in computers while they are prepared or kept.

b. In the case that the authentic questions used before are used again, sentence structure and vocabulary are definitely changed. The same questions are not used even if it is a different academic year.

c. For the exams that require authentic answers, the places of the questions on the exam paper are mixed so that the student who are seated closely have different exam papers.

d. The students are informed about the academic honesty principle and the consequences of malpractice on a regular basis especially before

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examination period and they are reminded the fact that trying to get an unfair advantage leads to mistrust in their teachers, undermines their families' confidence in them, and puts their future plans at risk.

e. The examination rooms are prepared in a way to prevent cheating. The seating plan is designed to sit students separately and randomly. It is made sure that nothing is left under the desks before the exam. Lesson materials, cell phones, and other electronic devices are kept in students' lockers. There are only the examination paper and materials to be used (pencil, eraser, dictionary, calculator etc.) during the examination on the desks.

f. In the case that the students need to use scratch paper or the answer sheet is not enough to write on, extra papers are distributed by the teacher. The students are not allowed to use the papers they bring for the exam.

g. For the exams requiring the use of calculators, the calculator is reset by the teacher before entering the examination room.

h. The examiner does not sit during the exam and is not occupied with anything else besides than the exam. The examiner walks around the examination room silently to observe exam takers.

i. If the number of students taking the exam is more than 25 and the examination room is big, more than one examiner is assigned.

j. The moment the exam starts, the students are not allowed to talk to one another, to make signs to one another or to exchange any materials.

k. IB students enter the examination room silently and take the seats that are assigned beforehand, with their names on.

l. The students are not allowed to leave the examination room unless it is an emergency. For IB students, it is forbidden to leave the room the first

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one hour and the last 15 minutes. An IB student who needs to leave the room for an emergency must be accompanied by an examiner. (The parents are informed about the cases in which precautions are need to be taken.)

m. The examination paper and answer sheets are collected by the examiner after the exam and the students do not leave their seats in the meantime. The students are not allowed to take a picture of the examination paper and take the exam questions out of the examination room.

C. Providing an Honest School Environment

a. The institution expresses its expectations from the parents with regard to academic honesty clearly.

b. The teachers act as role models for students regarding academic honesty.

c. The concept of academic honesty and its significance for the school community is taught to students.

d. Moral terms such as respect, responsibility, empathy, justice, trust, and trustworthiness are presented as meaningful and internalized for the students.

e. Honest acts are rewarded.

f. Actions are carried out to improve students' self-confidence.

g. The students are taught school's reference system from the first day of school.

h. In case of academic plagiarism, effective solutions and enforcements are taken.

i. The index for the student work authenticity on Turnitin is accepted 20%.

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- j.** It is tried to remove the pressure that may lead to malpractice from students.
- k.** Written work, term projects, and performance projects are designed in a way not to lead to copying (works requiring information analysis and interpretation).
- l.** The evaluation criteria for each homework and work are shared with the students clearly and in detail.
- m.** The enough amount of time is assigned to students so that they can finish the work on time.
- n.** Some of the homework is completed during lesson time to observe students' way of studying and the course they follow to complete the work.
- o.** The students are required to sign an authenticity contract for each work submitted.
- p.** Valid excuses are accepted for works that do not meet the deadline. (IB students receive the deadlines for internal and external evaluation at the beginning of the program and in case they do not fulfil the deadlines, it is emphasized that their works are not accepted for evaluation.)
- q.** The students are informed about the content, question types, and evaluation criteria of the examination before the exam.
- r.** The exam samples that are applied previously are shared with the students.
- s.** The students are allowed to use a calculator, dictionary, resource etc. if need be.
- t.** It is emphasized that the expectations of the course teacher are in line with the objectives that students can achieve based on their age, information level and special needs if any.

u. The significance of academic honesty principle for FMV Ayazağa Işık High School-Science High School is emphasized whenever possible and any tolerance displayed to any malpractice is not allowed to become a part of school's culture.

X. Association of Academic Honesty with other Policies

A. Admission Policy

Page 6. Application process: 'Any student who would like to apply for the Diploma Programme must have a clean record.'

'The students who violate the academic honesty principle during the 9th or 10th grades cannot apply to IB Diploma Programme.'

'A candidate who violates the academic honesty principle at least one time during Diploma Programme is removed from the program.'

B. Language Policy

In our academic honesty policy, it is significantly emphasized that it is considered plagiarism to use some other's sentence or work without permission or without acknowledging the source. Our students are expected to present and submit authentic work that is based on their creativity, individual and original ideas, their own language and expressions.

"The subject teacher is also responsible for orienting, directing and advising the students on how to prepare authentic work. The style of the student (too few errors, too academic, too much sophisticated vocabulary, etc.), can be the best clue for the teacher in detecting that the work is not original. Therefore, teachers are expected to familiar with the students and analyse the competence level of language use and style of their students." (from FMV Private Ayazağa Işık High School-Science High School Academic Honesty Policy)

In our school, on the basis of scientific responsibility and academic honesty, students are not allowed to:

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- a) Present another's homework as their own,
- b) Copy or summarize another writer's opinion or ideas without acknowledging the source,
- c) Use the information and comment of another work as their own data without acknowledging the source,
- d) Have someone else complete the work for them.

Our school aims to help our students internalize the concepts of intellectual property, authenticity, and creativity and guide them towards scientific research with Academic Honesty Policy.

With the activities organized to spread academic honesty implementation, we aim to educate students to use information properly by using recognized research techniques and ethical principles.

Our teachers check whether a student work is appropriate to academic honesty principles or not by asking students to submit their works on Turnitin.

With this software, each student work is checked on three different resources which are Internet, academic publications, and Turnitin archive. After necessary comparisons are completed, the results are reported.

Our teachers and students use APA (American Psychological Association) reference system in their academic works.

APA reference system is the most commonly used one in the field of social sciences. In this system, the citation is given in parentheses within the text instead of footnotes or postscripts. In the parentheses, the author's surname whom citation belongs to, the publication year of the work, and page number (if necessary) are included.

Our school librarian organizes an "Academic Honesty Presentation" for students on scientific research techniques and APA rules each academic year. Our library helps teachers and students prepare research and projects appropriate to academic honesty principles, especially with Extended Essay work, throughout the academic year.

C. Assessment Policy

Our students are responsible for obeying academic honesty rules in all the summative and formative assessment processes that are within the scope of Assessment Policy. In case of possible malpractice by IB students during internal or external evaluation, IB rules are applied. (see Appendix 2)

XI. Conclusion

Academic honesty is an important value being at the core of constructive learning at FMV Private Ayazağa Işık High School-Science High School. A learning environment based on individual integrity is supported by all stakeholders. Our students are expected to be creative, free, authentic, and principled within the scope of IB and MEB programs applied in our school. In our school, executives, school administration, educators, teachers, students, parents, and other members of school community embrace and support academic honesty principle by considering the facts that scientific/academic writing has become crucial and plagiarism has spread in technological era, that resources have become more accessible and that there are more opportunities available.

In our school, the issue of malpractice and cheating are approached in a positive way, stressing the benefits of academic honesty whenever possible.

While forming the content and composition of FMV Private Ayazağa Işık High School-Science High School Academic Honesty Policy, it is benefitted from IBDP academic honesty policy and procedures. Our school's "Academic Honesty Policy" is reviewed and updated each academic year.

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ACADEMIC HONESTY

Appendix 1: Academic Honesty Policy Initial Considerations

The academic honesty policy: Initial considerations	
Does your school have an academic honesty policy?	YES
How is it publicized?	Through the school web site, brochures,
How do/where can members of the community find the policy?	In the school library, departments, the school web page,
When was the policy last reviewed?	May 2019
Who was involved in compiling or reviewing your current academic honesty policy?	The steering committee consisting of different members of the school community
When problems arise, is the policy adhered to?	YES
Do teachers think the policy is adhered to?	YES
Who decides whether the academic honesty policy has been breached?	The school Discipline Committee
Using other people's work, referencing and citation	
When is it taught?	At the beginning of each Academic Year
How is it taught?	Seminars, workshops, meetings, discussions, evaluations
Who teaches it?	The librarian, course teachers
Is this the case in all subjects?	YES
What reinforcement is given?	Regular feedback and reminders, good and bad examples
What opportunities for practice do students get?	Research, projects, presentations and other academic tasks
What about professional development for staff awareness?	Meetings, presentations by the librarian, workshops, the use of Turnitin
What kind of assessments are used for the following? •	
List of works cited	
In-text citation	Librarian, Turnitin, APA
Quality of sources used	Web sites evaluation chart
How the sources are used	Research, evaluation

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Appendix 2: Candidate Authentication Form

I, the undersigned, _____, declare that the work submitted is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study (german Ab initio Written Assignment) , and includes no suspected or confirmed instances of academic misconduct.

I also declare that the publications cited in this work have been personally consulted.

Candidate Name:

Signature:

Date:

Appendix 3: Academic Honesty Contract

201 – 201.. Academic Year

Academic Honesty Contract

I understand that plagiarism means submitting someone else's writing as my own. I agree that it is dishonest. I agree that I will not represent the work of another as my own in any assignment for this class.

Student Name:

Student Signature:

Date:

Appendix 4: Notice to Parents

Regarding Academic Integrity

Date

Dear Parent,

We know you share our commitment to promoting personal integrity at FMV Ayazağa Işık High School and Ayazağa Işık Science High School. We are dedicated to assuring that our students do not demean their character, damage their credibility or jeopardize their futures by engaging in any form of academic dishonesty. To accomplish this goal, we need your support and active involvement in reinforcing the importance of academic integrity.

To that end, we are making the promotion of integrity and the prevention of cheating and plagiarism a major objective and asking for your support to strengthen your son or daughter's understanding of and commitment to these standards and the ethical values our school upholds.

Consequences of any form of academic misconduct are serious. Therefore, we kindly ask you to read our school's Academic Honesty Policy and discuss any concerns you have with administrators, teachers and your child.

Thank you very much for your collaboration and cooperation.

Sincerely,

School Principal

Appendix 5: Acknowledgment of Honor Code

I have read the Notice to Parents and the accompanying Honor Code, including policies regarding examinations and papers submitted. I have discussed these matters with my child and agree to support the school in enforcing these policies.

_____ Parent Name (printed)

Parent Signature _____

Appendix 6: Ethical guidelines for extended essays research and fieldwork

The following guidelines apply to research and fieldwork in all extended essays.

- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.

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- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

Appendix 7: International Baccalaureate Academic Honesty (As it appears in the IBO Academic Honesty Document 2011)

2.5 For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. This means that the abstract, introduction, content and conclusion/ summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates. Whether or not the candidates are allowed to work together on the requirements for internal assessment varies between groups and subjects. (p.4)

- Group 3: In geography, for example, candidates might be presented with a research question by the teacher and then be required to work as part of a group to collect data together in the field. However, each candidate must write up their report of the fieldwork individually. The reports will have a similar research question and may have the same information collection in the appendices, but the way information collection is described, analyzed and evaluated must be different

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from the work of other candidates with whom they collected the information and must be entirely their own work.

- Group 4: In group 4 subjects, including design technology, no collaboration is allowed in assessment tasks except in the area of data collection. Although there are different requirements depending on the subject, candidates ideally should work on their own when collecting data. When data collection is carried out in groups, the actual recording and processing of data must be undertaken independently if this criterion is to be assessed. For more subject-specified details, refer to the appropriate subject guide. (This does not apply to the group 4 project, which by its very nature is a collaborative project and is assessed for personal skills only.)
- Group 5: Candidates must be aware that the written work they submit must be entirely their own. When completing a piece of work outside the classroom, candidates must work independently. Although group work can be educationally desirable in some situations, it is not appropriate for the mathematics HL or mathematics SL portfolio. For mathematical studies SL, group work must not be used for projects. Each project must be based on different data collected or measurements generated.

2.6 The presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice. If, for example, a candidate submits the same or a very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay. (p.4)

2.7 Fabrication of data is a further example of malpractice. If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the candidate guilty of malpractice. Using authentic data is a matter of academic honesty. (p.5)

2.8 Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its sources still constitutes plagiarism. (p.5)

2.9 Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the regulations. The following examples of malpractice do not constitute an

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exhaustive list and refer only to the written examinations:

- taking unauthorized material into the examination room (such as cell/ mobile phone, written notes)
 - leaving and /or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
 - misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
 - exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
 - failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of examination
 - impersonating another candidate
 - stealing examination papers
 - using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
 - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.
- (p.5)

2.10 Taking unauthorised material (for example, own rough paper, notes, a mobile/cell phoen or an electronic device other than a permitted calculator) into an examination is the most common type of malpractice after plagiarism or collusion. At the start of an examination candidates must be given the opportunity to declare any unauthorised material in their possession. However, even if this opportunity is not given by the invigilator, a candidate will still be found guilty o f malpractice by the final award committee if unauthorised material is in their possession. "In their possession" may be taken to mean on the person of the candidate, in the candidate's immediate proximity (such as on the floor, or desk) or placed somewhere (such as a bathroom/restroom) for access during the examination. It is very important to note that guilt will be confirmed by the committee regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the examination. The actual possession of unauthorised material constitutes malpractice; the final award committee is not required to establish whether the candidate used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession. (p.5)

2.11 Cases of possible malpractice during an examination are normally identified by the coordinator/invigilator. If a candidate is suspected of malpractice in an examination the coordinator must send a report to the IB information desk (not to the regional office). The report must reach the IB within ten days after the examination in which the incident occurred. It is expected that the report will include:

- a seating plan for the examination
- a statement from each invigilator
- a statement from the candidate

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- the unauthorized material (depending on the nature of the material) (p.6)

2.12 Breaches of regulations are not confined to candidates; inappropriate conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the IB:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the Diploma Programme
- leaving candidates unsupervised during an examination
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination

In consultation with the head of school, and with the utmost discretion, the IB will conduct an investigation into an alleged breach of regulations by a coordinator or teacher. The purpose of an investigation will be to establish whether:

- the coordinator or teacher is in breach of IB regulations
- the security or integrity of assessment has been compromised
- the results of any candidate (or candidates) have been affected (p.6)

3.1 The role of the **International Baccalaureate** is to:

- provide the regulations and instructions that govern the conduct of each examination session
- offer guidance to schools on what constitutes malpractice and how it can be prevented
- investigate cases of alleged malpractice, in liaison with the school concerned
- review all available evidence collected during an investigation into malpractice and decide whether to dismiss or uphold the allegation
- notify the head of school of the decision of the final award committee
- if requested, reconsider a decision made by the final award committee on submission of new factual evidence
- if requested, implement the appeals procedure on decisions made by the final award committee

During each examination session the IB takes a random sample of candidates' work and submits it to a web-based plagiarism prevention system. However, the fact that the IB is

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doing this does not enable schools to abrogate their responsibility for ensuring that work submitted for assessment, whether internally or externally assessed, is the authentic work of each candidate. (p.7)

3.2 The **head of school**, or his or her nominee, must ensure that all candidates:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- receive guidance on the skills, academic writing, how to conduct research and how to acknowledge sources
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination)
- know the consequences of being found guilty of malpractice.

It is also the responsibility of the head of school to establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty. It is assumed that part of this responsibility will be delegated to the coordinator and teachers.

The school is the IB's first line of defence against malpractice and is therefore expected to support the IB fully in the prevention, detection and investigation of malpractice. In the event of a candidate being investigated for malpractice, the school has additional responsibilities. For further details, see section 7. (p.7)

3.3 It is the responsibility of each **teacher** to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers' marks are entered on the IB information system (IBIS): the secure web-based service for coordinators. When a school has implemented all prevention measures, teachers

are expected to detect any plagiarism, collusion or duplication of work.. Teachers are also expected to support and act on the school's policy on good academic practice and provide candidates with advice whenever necessary. In this respect teachers must act as good role models for the candidates. (p.7)

3.4 The **candidate** is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. (p.8)

3.5 The principal responsibility of an **examiner** is to mark (or moderate) the work of candidates against prescribed assessment criteria. It is not the role of examiners to search for plagiarism, collusion or any other form of malpractice. However, examiners are experienced educational practitioners who are familiar with the texts and web sites that deal with their subject area. Because examiners are well placed to identify

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plagiarism they are expected to be vigilant and report to the IB any cases where there is evidence to support an allegation of malpractice. Senior examiners may be asked to write reports on work submitted for assessment that shows evidence of malpractice. (p.8)

5.1 As mentioned in paragraph 3.4, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgment. (p.11)

5.2 When reading candidates' work teachers must be vigilant for obvious changes in a candidate's style of writing. Equally significant is a style that seems too mature, too error free and perhaps more characteristic of an experienced academic than a secondary school student. Over the two-year period of the Diploma Programme teachers will become very familiar with the style and quality of each candidate's work in their teaching groups. Therefore, it is the subject teachers who are in the best position to identify work that may not be the authentic work of a candidate. (p.11)

5.3 Although in most cases of plagiarism that come to the attention of the IBO the candidate has copied passages from a web site, there is still plagiarism from books and journals, in addition to the illicit use of photographs, graphs, data and computer programs from a variety of sources. In most cases it is likely that the teacher is familiar with the books being used by candidates; they may be standard textbooks for the subject, or books that are readily available in the school library. The teacher must be

vigilant for familiar passages and, if necessary, check that such passages have not been copied from a textbook. In the case of supervising a candidate during the writing of his or her extended essay, the supervisor, if suspicious, may quiz the candidate on the content of the essay to determine whether the work is in fact that of the candidate. (p.11)

5.4 With the continued growth of the internet the abuse of electronic media is now prevalent within the academic community. Aside from the immense number of legitimate websites, there are an increasing number of sites that actively encourage students to plagiarize and even purchase essays. Little can be done to prevent the emergence of these sites, but the internet can also be used for detecting academic dishonesty. Several of the more efficient search engines can be used to detect the source of passages that have been plagiarized. Also, there are several websites that offer a useful service in detecting plagiarism from the internet. (p.11)

6.1 It is the responsibility of Diploma Programme teachers to support candidates in the preparation of their work for assessment and to ensure that all candidates' work complies with the requirements of the relevant subject guide. Therefore, teachers (or supervisors in the case of extended essays) are in the best position to judge whether a candidate's work is authentic. Ongoing support and guidance will help with the early detection of unintentional plagiarism and will dissuade candidates from deliberate

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plagiarism because they know their work is regularly subject to scrutiny. However, what is realistic and what can be achieved within the usual constraints of time and workload must be left to the discretion of teachers and the coordinator. Ultimately, the candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion. (p.12)

6.2 Teachers must be vigilant for cases of collusion or plagiarism where a subject is taught by more than one teacher. Candidates in classes for the same subject taught by different teachers may assume that their work will be read by only one teacher and therefore can copy each other's work without being detected. Candidates fail to realize that all work for that subject, such as theory of knowledge essays, may be sent to the same examiner and the examiner will then identify work that is the same or very similar. (p.12)

6.3 On reviewing the draft of a candidate's work, a teacher may have reason to suspect that part or all of the work may be in violation with the principals of academic honesty and therefore constitute malpractice. In such circumstances the teacher must draw the candidate's attention to this risk and to the requirement to respect academic honesty.

6.4. Every candidate must sign a coversheet for each externally assessed component (except examination scripts) and all internally assessed components to confirm that his or her work is authentic and that the work being submitted for assessment constitutes the final version of the work. (Increasingly, candidates' work is being submitted to the IB through an electronic environment rather than hardcopy, but there is still a requirement to digitally sign a version of the conventional coversheet.) If suspected plagiarism is detected before a candidate signs the coversheet the issue must be resolved within the school and not be brought to the attention of the IB. If malpractice is suspected, it is not appropriate to permit or encourage the candidate to sign the coversheet in order that IB may resolve the situation, rather than doing so in the school environment. (p.12)

6.5. The principle of signing the declarations on the coversheet (either on hardcopy or an electronic version) applies equally to all assessment components, regardless of whether the component will be internally or externally assessed. In the case of internal assessment the coversheet must be still signed even if the work is not being submitted as part of a sample for the purpose of moderation. (p.12)

6.6 Once the candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defence to claim that the incorrect version of the work

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was submitted for assessment. (p.12)

6.7 After a candidate has signed the coversheet to the effect that his or her work is authentic and constitutes the final version of that work, the candidate's teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the IB information desk for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the coversheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

- delete the declaration and then sign the coversheet
- submit the work for assessment without his or her signature
- sign the declaration and then write comments on the work or coversheet that raise doubts about the work's authenticity.

In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate's work is authentic. (p.13)

6.8 If a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the IB information desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement). As stated in section 6.7, it is not acceptable to submit the work for assessment, or for a teacher to assess the work in the case of internal assessment, without the teacher signing the declaration on the coversheet. (p.13)

6.9. Teachers, supervisors or the coordinator must not create their own version of a coversheet omitting one or both of the declarations and then use this alternative version. If suspected malpractice subsequently comes to the attention of the IB the case will still be investigated and the school's failure to follow correct procedure will be brought to the attention of the final award committee. (p.13)

6.10 To avoid any ambiguity as to when the submission of work took place, the declarations signed by the teacher and candidate must be correctly dated. Again this applies to both the conventional hardcopy and electronic versions of "coversheets". Coordinators are strongly advised to provide candidates with a timetable that clearly indicates the deadlines for the submission of work to subject teachers, as well as a timetable for teachers that shows when the coordinator expects to receive the work. (p.13)

6.11 If the IB identifies a coversheet that has not been signed by the candidate and/or teacher (although this is not possible in the case of electronic coversheets), the grade for the candidate in the subject concerned will remain pending until the signature(s) has

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been received. The IB will normally contact the coordinator in such cases prior to the issue of results to bring this to his or her attention. If confirmation of authenticity has not been received by the close of the examination session (15 September for a May session, or 15 March for a November session) the pending grade will be converted to 'N', resulting in no grade awarded. (p.13)

7.1 The following circumstances are those that most commonly give rise to an investigation.

- A coordinator informs IB Cardiff that he or she suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be authentic work of the candidate.
- A coordinator informs IB Cardiff that malpractice may have taken place during an examination.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application. (p.14)

7.2 If the IB initiates an investigation into malpractice it will do so soon after the evidence of malpractice is brought to the attention of the IB manager for academic honesty who will inform the relevant coordinator by email that a candidate/candidates is/are being investigated for possible malpractice. It is a requirement that the coordinator acknowledges receipt of this email and without delay informs the head of school that a candidate/candidates is/are suspected of malpractice. (p.14)

7.3 For all cases of malpractice by a candidate the coordinator will be asked to provide a report after he or she has conducted an investigation. In the case of suspected plagiarism the coordinator's report, which must be prepared and handled in a manner which respects the need for confidentiality (such as referring to a candidate's registration number rather than her/his name), will normally include:

- a statement from the teacher of the candidate for the subject concerned (or supervisor in the case of an extended essay)
- a statement from the coordinator
- a statement from the candidate
- a summary of an interview with the candidate regarding the allegation of plagiarism, if an interview is conducted.

It is not mandatory to include a summary of an interview with the candidate; this is left to the discretion of the coordinator. (p.14)

7.4 It is essential that the investigation and subsequent reporting to the IB are undertaken without delay; otherwise a decision on the case by the final award committee will not be given until after the issue of results. However, to avoid distracting a candidate from examination preparation, it is acceptable to delay raising the issue with the

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candidate until after the candidate's last written examination. To protect the candidate's personal rights the investigation must be discreet and all information relating to the investigation must remain confidential. (p.14)

7.5 It is normal practice to interview the candidate, with a relative or friend in attendance as an adviser, witness or observer. The candidate must be shown the evidence and be invited to present an explanation or defence. Accusatory statements about the candidate, whether written or verbal, must be avoided. (In cases of suspected collusion, a helpful procedure is to interview the candidates separately but simultaneously so they cannot collude on a "story" to explain whatever occurred.) With the candidate's permission, a transcript of the interview may be taken and submitted to IB as part of the coordinator's report on the investigation. The candidate must be given the opportunity to provide a written statement that is sent to the IB on the candidate's behalf by the coordinator. (p.14)

7.6 The content of a coordinator's report will depend on the nature of the alleged malpractice. In addition to the requirements listed in paragraph 7.3, the coordinator's report may also include a seating plan (in the case of written examinations), rough notes produced by the candidate for the work concerned or early drafts of the candidate's work. If appropriate, a coordinator may be asked to submit examples of the candidate's coursework for comparison with the work under investigation. (p.15)

7.7 If a statement from a candidate is not included with the coordinator's report and no evidence of an interview is provided, the coordinator will be asked to confirm in writing that the candidate has been given the opportunity to be heard and to provide a statement. IB will not resolve a case of suspected malpractice until either this confirmation or the statement itself has been received. (p.15)

7.8 IB will normally make available to a school all evidence relating to a case of possible malpractice. Evidence may be withheld to protect the identity of an informant or if the disclosure of that evidence compromises the privacy of another person. (p.15)

7.9 The IB reserves the right to withhold the results of a candidate or group of candidates until an investigation is completed. In practice this tends to occur when the IB has not received all requested statements. (p.15)

7.10 Occasionally, suspected malpractice by a candidate is brought to the attention of the IB after the issue of results. In compliance with the Regulations, which state that an IB diploma or Diploma programme courses results, may be withdrawn from a candidate at any time if malpractice is subsequently established, the IB will still initiate an investigation. Although the candidate may no longer attend the school, the IB will seek advice and support from the school in resolving a late case of alleged malpractice.(p.15)

8.1 As stated in section 4.1, when a student enrolls for the Diploma Programme in an IB World School (or entity), it is the expectation of the IB that the school will use its best endeavours to ensure that the student and his or her legal guardian(s) receive a copy of

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the *General regulations: Diploma Programme* and understand its content. (p.15)

8.2 If a candidate is under investigation for possible malpractice, the coordinator must inform the candidate. Whether the candidate's legal guardians are informed of the allegation and involved in the investigation is left to the discretion of the school, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority. (p.15)

8.3 The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant. (p.15)

8.4 It is the policy of the IB that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defence to the final award committee. The school has no right to prevent this process, to edit or unduly influence the candidate's statement. The candidate is expected to make the content of the statement available to the coordinator, but may request that the statement remain confidential to the IB. (p.15)

8.5 The candidate must be given sufficient time to prepare a response to the suspicion of malpractice. The IB information desk must be contacted for advice if the candidate may not be able to meet the deadline imposed by the IB. (p.15)

9.1 In preparation for the meeting of the final award committee, a case of suspected malpractice may be referred to the appropriate grade award meeting for a recommendation from the chief examiner, chief assessor or examiner responsible (henceforth "senior examiner"), as appropriate to the subject. A case is normally referred to a grade meeting when subject expertise is required. A senior examiner will be asked to review the work and recommend whether the allegation should be upheld or dismissed.

9.2 In cases of suspected collusion or plagiarism during an examination, a senior examiner will be asked to review candidate's scripts and consider whether the candidate's similar or identical answers are, for example:

- a coincidence
- a result of misinterpreting the information or questions in the examination paper
- the result of a particular technique taught by their teacher
- so unusual that they can only be accounted for by collusion, plagiarism or some other form of malpractice.

In the case of a candidate who has produced a correct answer without showing any working or method of achieving the answer, a senior examiner will consider how likely this is without malpractice in view of the candidate's performance on other parts of the paper and in other papers for the subject and level. (p.16)

9.3 In a case of suspected malpractice where a senior examiner finds no grounds for establishing malpractice, the recommendation of a senior examiner will be accepted, resulting in no further action. The case will not be presented to the final award committee. Where grounds for establishing malpractice are identified, the case will then be presented to the final award committee. (p.16)

9.4 In cases where the allegation of malpractice is supported by a senior examiner, he or she submits to the final award committee:

- the work under suspicion
- evidence to support the allegation of malpractice
- a written report on the case
- a recommendation on the action that should be taken by the final award committee.

10.1 According to the Regulations the final award committee considers and makes the final decision in all special cases with respect to the award of IB diploma and Diploma Programme courses results., which includes cases of suspected malpractice. In practice, the task of resolving the majority of cases is delegated to a sub-committee comprising chief examiners, senior IB staff and representatives from IB World Schools (usually coordinators). Decisions are ratified by the full final award committee and, where appropriate, cases are escalated to the final award committee for consideration. (p.16)

10.2 After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way. If no consensus is reached about a case, the decision will be that of majority of the final award committee. (p.16)

10.3 In reaching a decision on each case of suspected malpractice, the chair of the final award committee will ensure that:

- all evidence is reviewed in an objective manner before a decision is reached on the innocence or guilt of the candidate (or candidates)
 - discussion is coordinated, impartial and relevant to the case
- a clear majority decision is reached regarding the action to be taken. (p.17)

10.4 Any member of the final award committee who has a personal interest in a case, and is therefore not independent from the case, must declare that interest and not take part in any discussion or voting. The chair will ask the colleague to leave the meeting while the committee discusses the case. (p.17)

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10.5 Where appropriate, in reaching a decision on whether a candidate is guilty of malpractice the committee will take into consideration any similar cases that may have set a precedent for a case of its kind. Nevertheless, each case of suspected malpractice will be judged on its own merit, taking into account all the evidence and information that is available about the case. Where appropriate to the case under discussion, the committee will comply with certain well-established precedents. (p.17)

10.6 If the investigation of a case is incomplete, or the committee requires additional information, no result will be issued for the candidate (or candidates) in the subject under investigation until all inquiries are complete and a final decision has been reached. This includes any candidate involved in the case. If statements and any other information requested by the IB are not received by the close of the examination session (15 September for a May session and 15 March for a November session) no grade will be issued to the candidate(s) concerned. (p.17)

10.7 No final decision regarding the guilt of a candidate accused of malpractice will normally be reached unless a statement from that candidate has been received and considered by the committee. In cases where a candidate has not been heard and produced a statement, the coordinator must state in writing that the candidate declined the opportunity of being heard and of producing a statement. In these circumstances the coordinator is advised to consider whether a colleague should witness the candidate declining the opportunity to be heard or to produce a statement. (p.17)

11.1 Penalties are imposed on a candidate found guilty of malpractice in order to:

- ensure that the candidate does not gain an unfair advantage
 - maintain the integrity of the examination session by excluding those candidates who have abused the system
 - deter other candidates from taking the same action.
- (p.17)

11.2 The committee will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. However, the committee will take into consideration all the information presented by teachers and

the coordinator in their statements on the case. This information may include mitigating circumstances. (p.17)

11.3 When judging a case of alleged malpractice the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. For example, if a retake candidate is guilty of malpractice in one subject the grade for that subject obtained in a previous session will be carried over to the current session and any higher grades in other retake subjects will be counted in the current session. (p.17)

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11.4 Work submitted by any candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography or in a footnote, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether “academic infringement” is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate. (p.18)

11.5 If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be notified in accordance with 13.1 below. (p.18)

11.6 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established. (p.18)

11.7 If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma, the candidate will not be permitted a fourth examination session in which to achieve the diploma or improve the number of diploma points. (p.18)

11.8 If the candidate is found guilty of malpractice, the candidate will be permitted to register for future examinations sessions in which malpractice was established, including the session that follows six months later (subject to the provisions of sections 11.7 and 11.10, and other restrictions stated in the Regulations or Handbook of Procedures for the Diploma Programme).

11.9 If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no

grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject. (p.18)

11.10 If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the

final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session. (p.18)

11.11 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established. This includes the enquiry upon results service when, for example, a senior examiner may identify plagiarism in a piece of work that previously went unnoticed by the teacher or other examiner. (p.18)

11.12 Although a case may not warrant a penalty against one or more candidates, it may be appropriate for a letter to be sent to the head of school on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again. (p.18)

Appendix 8: Malpractice and Academic Infringement Scenarios

Plagiarism

1 Scenario - There is a clear evidence in the form of source material to support a decision that the candidate has plagiarized a text without any attempt to acknowledge the source(s). This includes the unacknowledged text in oral examinations and the use of other media, such as graphs, illustrations and data.

Principle – If there is a clear evidence of plagiarism with no acknowledgement of the source(s), the candidate will be found guilty of malpractice without regard for any alleged lack of intent to plagiarize. A statement from the candidate, teacher or coordinator stating that the copying was the result of an oversight or mistake by the candidate will not be considered as a mitigating factor.

Penalty – No grade will be awarded in the subject concerned.

2 Scenario – There is clear evidence in the form of source material that text (or other media) has been plagiarized without correct citation (for example, placing text within quotation marks, or indenting the text). However, the amount of plagiarism is minimal and the bibliography includes the source or at least an attempt to show the correct source.

Principle – If the amount of text, or other media, copied is minimal in the judgement of the final award committee and there is an attempt to acknowledge the source(s), the candidate may be found guilty of academic infringement. However, a substantial amount of copying will result in a finding of malpractice; a decision that would be reinforced if some copied text has no form of acknowledgement.

Penalty – If a candidate is found guilty of an academic infringement, zero marks will be awarded for the assessment component concerned. The candidate will

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still be eligible for a grade in the subject concerned.

3 Scenario – A candidate takes text from the Internet and translates it into another language for use in his/her work without acknowledging the source.

Principle – Regardless of whether text has been translated by the candidate, the ideas or work of another person must be acknowledged. This is still plagiarism.

Penalty - No grade will be awarded in the subject concerned.

4 Scenario – A candidate copies a work of art without acknowledging the source.

Principle – Plagiarism is a breach of regulations includes all media and is not confined to text.

Penalty - No grade will be awarded in the subject concerned.

5 Scenario – An alleged case of plagiarism where the examiner, coordinator and/or teacher believe the candidate has plagiarized all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied.

Principle – No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been copied. A case of alleged plagiarism will only be brought to the attention of the final award committee when there is evidence of plagiarism; suspicion of plagiarism is not sufficient.

Penalty – No penalty

6 Scenario – A candidate's work is very similar to source material, such as text on a web site, and the source has been paraphrased by the candidate. The source has not been cited by the candidate.

Principle – Paraphrasing may be interpreted as plagiarism if the source material is not cited because this still constitutes representing the ideas of work of another person as the candidate's own. However, the degree of similarity with the source, whether the source has been cited and the extent of the paraphrasing, will be taken into account when deciding whether the candidate is guilty of malpractice.

Penalty – If the candidate is found guilty of plagiarism no grade will be awarded in the subject concerned.

7 Scenario – A candidate submits a piece of work with the coversheet signed to the effect that it is his/her authentic work and is the final version of that work. There is clear evidence of plagiarism. The candidate claims in his/her statement that the wrong version was submitted by mistake.

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Principle – By signing the coversheet the candidate has declared the work to be the final version of the work, therefore it is that work which will be considered and not another version. However, if the school was able to provide compelling evidence to prove it was a genuine mistake by the candidate, the correct work would be accepted and no further action taken.

Penalty - If the candidate is found guilty of plagiarism and no grade will be awarded in the subject concerned.

Collusion

Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Scenario – A candidate allows another candidate to copy all or part of his/her work. The candidate who copies the work then submits that work as his/her own.

Principle – A candidate who allows his/her work to be copied constitutes behaviour that results in, or may result in, another candidate gaining an unfair advantage, which constitutes malpractice.

Penalty – Both candidates will be found guilty of malpractice and no grade will be awarded in the subject concerned.

Duplication of work

Duplication of work is defined as the presentation of the same work for different assessment components and/or IB requirements.

Scenario – A candidate hands in work that is the same or substantially similar for two different assessment components.

Principle – Depending on the specific requirements of a subject, a candidate may use the same topic for different assessment components, but that topic must be researched, written or otherwise presented using an entirely different approach. Using work that is the same or substantially similar for two different components is not acceptable.

Penalty - No grade will be awarded in the subject concerned.

Misconduct during an examination

Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

1 Scenario – The candidate is found to be in possession of unauthorized material during a written or oral examination (for example, a cell/mobile phone, textbook.)

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Principle – Possession of unauthorized material is sufficient reason to find a candidate guilty of malpractice. Whether or not a candidate did gain could have gained, or intended to gain, an advantage by using unauthorized material will not be taken into account.

Penalty - No grade will be awarded in the subject concerned.

2 Scenario – The invigilator suspects that a candidate (or candidates) possessed unauthorized material during a written or oral examination but there is no tangible evidence of this material other than rumour among other candidates.

Principle – A candidate will not be found guilty of malpractice based on rumour or hearsay. The invigilator, coordinator or other responsible adult must have seen or subsequently have in their possession the unauthorized material. Alternatively, a guilty decision may be upheld if there are named witnesses among other candidates in the same examination.

Penalty - No grade will be awarded in the subject concerned.

3 Scenario – A candidate disobeys the instructions of the invigilator. The instructions are in compliance with the IB regulations for the conduct of examinations.

Principle – If the conduct of the candidate is such that he/she gains an unfair advantage (for example, continuing to write answers to questions when told to stop) or may affect the results of another candidate (for example, behaviour that is a distraction to other candidates), this will constitute malpractice.

Penalty - No grade will be awarded in the subject concerned.

4. Scenario – A candidate communicates or tries to communicate with another candidate during an examination.

Principle – If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice.

Penalty - No grade will be awarded in the subject concerned.

5. Scenario – A candidate (or candidates) leaves a note, a textbook, cell/mobile phone, calculator or other unauthorized material in a bathroom that is accessed, or could be accessed during an examination. Alternatively, a candidate may access, or endeavour to access unauthorized material left by another candidate.

Principle - If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice.

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Penalty - No grade will be awarded in the subject concerned.

6 Scenario – There is clear evidence that a candidate (or candidates) has copied the work of another candidate during an examination. It is not clear which candidate is guilty of malpractice, or whether some form of collusion has taken place.

Principle - If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice; this includes communicating with another candidate during the period of the examination. If the evidence and statements are insufficient to identify which candidate (or candidates) is guilty of malpractice the school will be asked to undertake further investigation and send a report to the IB at the earliest opportunity.

Penalty – With the cooperation of the school concerned the case will be investigated further until it is established, before the close of the examination session, which candidate has copied or whether there was collusion between the candidates. No grade will be awarded in the subject concerned to the guilty candidate or both candidates, as appropriate.

7 Scenario – The invigilator allows or instructs candidates to use a calculator during an examination in which calculators are prohibited.

Principle – If there is a clear statement from the school to the effect that the candidates were given permission to use calculator, no candidate will be found guilty of malpractice. However, not all marks for the examination paper will be accepted because candidates will have had an advantage. Depending on the actual circumstances of the case, the missing mark procedure may be applied for the assessment component in question.

Penalty - No penalty.

Miscellaneous

Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

1. Scenario – A candidate acts in an irresponsible or unethical manner in breach of the IB guidelines for ethical conduct or animal experimentation. For example, producing work which includes offensive or obscene material, conducting experiments without the consent of participants, conducting experiments that inflict pain on humans and animals.

Principle – Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and assessment. The IB is entitled to refuse to mark or moderate assessment material if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the Diploma Programme. For example, if a candidate includes offensive or obscene material

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that is unrelated to the content of assessment. In such cases the final award committee is entitled to award a mark of zero for the component or part(s) of the component that are not assessed due to such irresponsible or unethical behaviour.

Penalty – Depending on the circumstances of the case, the IB may refuse to mark the work or award zero marks for the assessment component concerned.

2 Scenario – Malpractice by a candidate becomes evident after a grade has been issued for the subject concerned and there is clear evidence to support the case. For example, plagiarism is identified during a re-mark of a candidate's work for the enquiry upon results service.

Principle – the IB is entitled to withdraw a grade from a candidate if malpractice is subsequently established after the issue of results.

Penalty – The grade awarded to the candidate in the subject concerned will be withdrawn and new results documentation issued. The withdrawal of the grade will be communicated through the university results service (if appropriate), but not the reason for the withdrawal of the grade.

3 Scenario – A candidate falsifies his/her record for creativity/action/service (CAS).

Principle – Malpractice includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate. This includes all requirements for the diploma.

Penalty – The candidate will need to complete the CAS requirements within 12 months to be eligible for the diploma, but the diploma will not be issued until one year after the candidate's diploma session.

4 Scenario – Suspected malpractice by more than one candidate in an examination.

Principle – The IB reserves the right, if not satisfied that an assessment has been conducted in accordance with the regulations, according to the seriousness of the violation, to declare the assessment null and void, to disqualify any or all candidates involved. The grades for all candidates in the subject concerned will be withheld until the case has been fully investigated and resolved.

Penalty – whether or not a penalty is applied to all candidates, would depend on the outcome of the investigation.

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