



**IŞIK SCHOOLS**



# **ACADEMIC INTEGRITY POLICY**

### **Our Mission**

The primary guiding principle of FMV IŞIK Schools is to “raise good citizens”.

To this end, it aims to educate its students as individuals who are adaptable thinkers, lifelong learners, able to apply new ideas and methods, with ethical and cultural values, critical thinking skills and with respect for diversity. It also aims to raise students who contribute to social well-being and universal development with productivity in accordance with their own interests and abilities, and who are environmentally aware of a sustainable world, harnessing the transformative power of reason and science through innovative programmes.

### **Our Vision**

In light of our values from the past, we enlighten the future through education.

### **Aims**

The foundation of the educational philosophy of FMV IŞIK Schools is to achieve the following goals in line with the principles set by Atatürk:

- a) To ensure that our students acquire the knowledge and values related to the rights of all living beings, especially the rights of the child, within the framework of respect, peace and tolerance required by the culture of living in unity.
- b) To support our students in becoming inquiring individuals through their thoughts and actions, self-awareness, entrepreneurial outlook, innovation in creativity and productivity, and balanced in their social relations and developed in their thinking skills.
- c) To raise individuals who understand different cultures, have the skills to communicate effectively in a global context and understand the richness of diversity.
- d) To raise individuals who use their language skills at the highest level, especially their mother tongue, who are competent in English, who have developed communication skills in a second foreign language, and who play an active role in international events.
- e) To support our students' perception of national and universal knowledge and the values they have acquired through an active learning approach with a transformative perspective.
- f) To create learning environments where students can use innovative digital skills effectively, while respecting ethical values.
- g) To educate individuals who embrace universal ethics and academic integrity as a principle in all their endeavors.
- h) To ensure that our students become individuals with a developed sense of responsibility, autonomy, versatility and sustainable life skills.
- i) To enable our students to engage in national and international experiences with their scientific, social, artistic and sports skills through high quality education.
- j) To equip our students for higher education by helping them develop self-awareness and set goals aligned with their interests and strengths.

### **IB (The International Baccalaureate®) Mission**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

This policy constitutes the principles of academic integrity and the philosophy of FMV Işık Schools.

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## **1.0 The Academic Integrity Definition and Philosophy at FMV Işık Schools**

FMV Işık Schools hold academic integrity as a core value, expecting all students to understand and embody the principles that underpin academic integrity, thus ensuring ethical and honest conduct throughout their lives. This expectation extends beyond the students to encompass every member of the school community, emphasizing the importance of principled behavior.

At its core, academic integrity entails fulfilling one's academic obligations honestly and showcasing genuinely acquired knowledge. FMV Işık Schools promote an environment where students are motivated to engage in inquiry, as well as critical and creative thinking. It is crucial for students to demonstrate the formation of their viewpoints, articulate them clearly, and consider the perspectives of others.

Students are obliged to recognize the value of conducting research with integrity for all assignments and assessments, understanding the significance of principles such as authenticity, intellectual property, and creative expression. They must produce original work that reflects their individual creativity and understanding, ensuring proper acknowledgment of others' contributions.

Embracing the mission to "enlighten the past and future through education" and the principle of "fostering virtuous citizens," FMV Işık Schools are committed to instilling academic honesty within their students. The educational philosophy of the schools advocates for raising individuals who are honest, responsible, and ethically grounded global citizens. This philosophy includes several key objectives:

- Embedding academic integrity within all educational facets of the school.
- Teaching students the perpetual relevance of academic integrity, both in and out of school settings.
- Integrating the academic integrity policy as an essential component of the educational curriculum.
- Encouraging students to adopt academic integrity as a lifelong principle.
- Presenting academic integrity as a commendable practice.
- Focusing on education rather than punishment in the context of academic integrity.
- Ensuring comprehensive education on academic integrity for students.
- Reflecting students' understanding and application of academic integrity in all areas of their lives.

In alignment with this philosophy, the FMV Işık Schools community commits to behaviors and studies that adhere to the principles of academic integrity.

## **2.0 Purpose and Processes of the Academic Integrity Policy**

The Academic Integrity Policy document is a guide showing how academic integrity is practised and maintained at schools. It ensures that the academic procedures carried out within the schools are transparent, fair and consistent. This policy defines the rights and responsibilities of all members of the school community, and in this regard, enables everyone to understand academically acceptable and academically unethical conduct. It clarifies what procedures are to be followed in case of breach of academically acceptable behaviors.

FMV Işık Schools approaches imparting the concept of academic integrity in a positive way, seeing it as a way of life. This academic integrity policy has been developed to support, ensure and maintain fair academic practices rather than merely to reveal dishonesty and designate punishment. The policy is valid for all students in FMV Işık Schools system and all members in the school community.

The academic integrity policy adopted by FMV Işık Schools aims to do the following:

- a) To define the concepts of academic integrity and unethical behavior based on the age level for all students and teachers throughout the school and within the context and framework of IB Programmes,
- b) To encourage students to be original and creative with their studies and underline the importance of authenticity in students' work,
- c) To help youth to be well-rounded students,
- d) To help create a knowledgeable school community,
- e) To increase productivity of learning and teaching,
- f) To instill ethical values and a respect for knowledge in students,
- g) To enable students to think critically,
- h) To raise respectful, balanced, and principled students who adopt ethical values,
- i) To help students to be able to correctly use ideas of others in their work,
- j) To ensure that an adequate number of sources are used in students' studies, and those sources are correctly cited,
- k) To prevent students from gaining an unfair advantage through unethical behaviors,
- l) To set down and define disciplinary actions for those who attempt to gain an unfair advantage,
- m) To define the procedure followed by FMV Işık Schools, Ministry of National Education (MoNE), and the International Baccalaureate Organization (IBO) for the investigation of suspected student ethical violations,
- n) To clarify the disciplinary actions as a consequence of a breach of academic integrity,
- o) To define the duties and responsibilities of the school principals, programme coordinators, teachers, students, invigilators, parents, and other members of the school community to identify and prevent possible ethical breach,
- p) To establish, display and promote good academic practices and procedures that minimize the cases of unethical behavior.

Before the Academic Integrity Policy was written, an executive committee was established that included the school administration, IB PYP and IB DP Coordinators, subject teachers, librarians, and the guidance and counselling service. The committee conducted a preliminary examination to check whether the concept of academic integrity is clearly stated in the FMV Işık Schools' philosophy, and whether it was in line with the IB philosophy. FMV Işık Schools ethical principles and practices were examined as they relate to our mission and vision as well as to the IB philosophy. An action plan was created in case of unethical behaviors. After the

research, a draft was prepared with main and sub topics, and the academic integrity policy was written. The policy was shared with the school community.

The following factors were taken into consideration when the FMV Işık Schools Academic Integrity Policy was written:

- a) That an academic integrity policy be created in accordance with the school's philosophy and IB expectations
- b) To ensure that the common referencing system of MLA to be used by the school community as a whole enabling all members of the society to learn to use this system
- c) That in-service trainings on academic integrity practices be made available as necessary
- d) Ensuring there is a pre-defined process applied by the school in case of breach of academic integrity principles and practices
- e) Creating a source to assist the adoption of an ethical approach in transferring and using knowledge, and the development of scientific writing skills

### 3.0 Academic Integrity and Academic Misconduct Terminology

Academic misconduct is defined as an unfair advantage gained in one's studies that would not have been possible without misconduct. The following terms are used to describe different forms of misconduct:

**Copying:** The use of another person's assignment or test answers with or without their approval/cooperation.

**Plagiarism:** The practice of taking someone else's work or ideas and passing them off as one's own by not providing references.

**Collusion:** An agreement between people to act together secretly for the purpose of academic misconduct.

**Multiplication:** Reproducing and using part or whole of a study on different media and channels.

**Cheating:** Secretly benefiting from a person or source during an exam.

**Unacceptable Cooperation:** Receiving assistance outside of the borders foreseen and determined by the studies.

**Altering, Distortion and Deception:** Altering data and information, forging a signature and using someone else's signature.

**Aiding and Abetting:** Assisting someone else in dishonest behaviors.

**Sabotage:** Undermining educational activities to work against the principles of academic integrity.

**Copyright Infringement:** Any unauthorized use or reproduction of any idea, product or artwork that is copyright-protected.

#### **4.0 Roles and Responsibilities**

The academic integrity policy does not only involve students, but also administrators, teachers, parents and other members of the school society. All members of the school community support the fair conduct of teaching, learning and assessment.

FMV Işık Schools accept academic integrity as the school's fundamental principle. In this context, students are expected to respect all forms of intellectual property and not to use officially published material (data, maps, photographs, pictures, graphs, works of art) without acknowledging. School administration informs students about what constitutes academic dishonesty and the possible consequences they will face in case of misconduct. From the first day of school these practices are conducted by the principal along with all vice-principals, department heads, teachers, as well as with the librarian, IT, and guidance and counselling departments.

##### **4.1 Roles and Responsibilities of the School Principals**

- a) Take part in the formation of the policy
- b) Approve the policy
- c) Ensure the policy is applied by the school community

##### **4.2 Roles and Responsibilities of the Assistant-Principals**

- a) Check the functioning of the policy
- b) Determine the setbacks observed while the policy is applied
- c) Check whether the annexes of the policy are compatible with the legislation of Ministry of National Education (MoNE)
- d) Ensure the policy is shared with the parents
- e) Communicate with necessary parties in case of a policy breach

##### **4.3 Roles and Responsibilities of the IB Coordinators**

- a) Support the department heads, librarians, pedagogical leadership team and all relevant employees in determining main curricular sources and other requirements for career development, and demanding sources
- b) Ensure that the policy complies with IB standards and requirements
- c) Work in cooperation with the department heads, librarians and Pedagogical Leadership Team to introduce the policy to the school society
- d) Ensure that the internal and external assessment practices are conducted and completed in accordance with the academic integrity principles
- e) Inform the authorities in case of any breaches by IB Diploma candidates
- f) Support the formation of a school culture that actively encourages academic integrity
- g) Support IBO in preventing, detecting and investigating malpractice
- h) To ensure that Academic Integrity weeks are organized and this concept is embraced by the whole school community

##### **4.4 Roles and Responsibilities of Extended Essay Coordinators**

- a) Guide students on academic honesty principles.
- b) Supervise research and writing to comply with IB guidelines.

- c) Educate on proper citation and avoidance of plagiarism.
- d) Verify the authenticity of students' work.
- e) Utilize plagiarism detection tools like Turnitin before submission.

#### **4.5 Roles and Responsibilities of Department Heads**

- a) Ensure the policy is understood and applied within the department
- b) Check whether the work prepared by department teachers are in accordance with the policy
- c) Organize educational activities for the school community for the policy to be heard and adopted

#### **4.6 Roles and Responsibilities of Teachers**

- a) Display an honest and ethical attitude
- b) Create an environment of trust for the policy to be implemented
- c) Set an example to students regarding academic integrity principles
- d) Show responsibility for their own actions and decisions
- e) Avoid acting in their own self-interest
- f) Encourage the students to respect academic integrity
- g) Praise the originality of the students' work
- h) Notify suspected administrative or academic misconduct
- i) Take action in case of breach of regulations
- j) Support school-wide academic integrity standards
- k) Ensure all students have equal opportunity to access educational material
- l) Support students to be responsible for their own learning
- m) Guide students in creating authentic work
- n) Ensure the students correctly understand the requirements of the study demanded from them
- o) Give reliable feedback to the students' drafts
- p) Ensure students respond to feedback
- q) Assist IB students in improving their IB learner profile skills
- r) Plan extra-curricular and course-related tasks for the students to improve and practise their research and critical thinking skills
- s) Provide various tools in order to organize the students' research for all stages to be recorded
- t) Act in accordance with the academic integrity policy by presenting suitable citations and references for the materials and ideas shared with students
- u) Cooperate with librarians and technology specialists for assistance in order for the students to develop research skills and learn how to decide on safe sources of information
- v) Check whether all assignments and projects written by students are prepared in accordance with the "Guidelines for Writing Assignments and Projects".



#### **4.7 Roles and Responsibilities of Students**

- a) Read, understand, internalize and implement the policy
- b) Actively participate in classwork organized for the adoption of academic integrity principles
- c) Take notice of breach of academic integrity, and inform their teachers and school administration as necessary
- d) Behave in a manner to set an example for the school community with regards to the policy
- e) Know the disciplinary actions that are imposed in case there is a failure to comply with the policy
- f) Conduct and complete studies with classmates ethically
- g) Present information in various formats and on various platforms ethically
- h) Make citations and references on the studies they complete; use the most up-to-date MLA citing format to present all used sources
- i) Avoid benefitting from friends, relatives, private teachers and homework websites for their own assignments
- j) Behave in accordance with the distance learning policy
- k) Complete studies and homework before the deadline
- l) Use the media to communicate, share, and connect with others ethically
- m) Be aware of the difference between safe and unsafe sources
- n) Organize, resolve, evaluate and synthesize the information obtained from various safe sources, social media and online networks
- o) Compare, contrast and correlate (multi)media sources
- p) Search for different points of view from multimedia and various media sources
- q) Demonstrate awareness on how the incidents and ideas are interpreted by the media
- r) Use critical literacy skills to analyze and interpret information
- s) Understand the importance of academic integrity and intellectual property rights

#### **4.8 Roles and Responsibilities of Parents**

- a. Read, understand and accept the policy
- b. Support the school community in following the policy
- c. Bear responsibility regarding the academic integrity principles
- d. Set an example regarding the practices
- e. To discuss the topics of integrity and honesty with their children
- f. Support the student in following the academic integrity policy principles
- g. Do not help but guide the students with their homework
- h. Check whether the student's studies are in accordance with the policy
- i. Support their children in terms of time management by following their academic calendars showing exam dates and deadlines
- j. Investigate reasons for a possible academically inappropriate practice displayed by their children and to take precautions to correct the situation
- k. Be aware of the sanctions imposed in case of breach of academic integrity principles

#### **4.9 Roles and Responsibilities of Librarians**

- a. Support the missions of IB and FMV Işık Schools with the studies they conduct
- b. Enable the studies to be conducted in a multi-directional manner
- c. Obtain sources that are high in academic level for the school community to have a broad perspective
- d. Conduct studies for the policy to become widespread
- e. Provide trainings to improve the students' literacy skills
- f. Teach basic concepts such as bibliography, and citation
- g. Contribute to students' academic study process
- h. Support the exhibition process of IB-PYP students and the IBDP Extended Essay,
- i. Ensure the students have knowledge of the research methods
- j. Guide new students to learn the research methods and principles according to the academic integrity policy
- k. Adopt the concept of international mindedness
- l. Support the IB learner profile attributes and approaches to teaching and learning with their works
- m. Guide the members of the school community to correctly use technological sources when accessing information
- n. Cooperate with teachers
- o. Inform the authorities in case of any breach of regulations by IB Diploma Programme candidates

#### **4.10 Roles and Responsibilities of Other School Community Members**

##### **4.10.1 Guidance and Counselling Departments**

- a) Help students obtain information on the policy
- b) Support students to behave in accordance with the principles of academic integrity
- c) Guide the students in case of an academic misconduct
- d) Contact the parents when necessary
- e) Ensure the policy is correctly implemented with inner class counselling activities

##### **4.10.2 Assessment and Evaluation Departments**

- a) Act in accordance with the policy principles on the completed work
- b) Support the students in adhering to the relevant principles of the academic integrity policy with regards to assessment
- c) Ensure the assessment practices comply with the national curriculum and IB program requirements

##### **4.10.3 Laboratory Specialists**

- a) Support ethical behavior during lab studies as well as the delivery of data, experiment, and observation results,
- b) Ensure the 3R rule is followed

#### 4.10.4 Parent Teacher Association

Enable communication between the school community and parents with regards to the policy practices

#### 4.10.5 Printing Office Employees

Prevent the reproduction of books, journals and other documents to prohibit breaches of copyright

### 5.0 Academic Integrity and Learning Skills

#### 5.1 Learner profile

IB learner profile is closely related to the values forming the educational philosophy of our schools. These ten attributes assist our students in becoming locally, nationally and globally responsible members of the society. Learner profile attributes represent the students' responsibilities rather than intellectual development and academic success. The academic integrity policy includes learner profile attributes and plays an important role in our students' character development. These attributes are listed as follows within the framework of academic integrity principles:

#### 5.2 FMV Işık Schools students are

**Inquirers:** They know how to reach the source of true information and research a subject from various sources.

**Knowledgeable:** They are aware of their actions, the potential causes and consequences, and of the academic integrity rules.

**Thinkers:** They have the understanding of justice and respect, know the importance of academic integrity, and are aware of what one may face in case of contradictory behaviors and which method to follow to resolve this.

**Communicators:** Regardless of the presentation method, they follow the academic integrity principles in their studies, communicate with their friends in issues regarding ethical rules to warn and direct them, respond to their friends' academic support demands within the framework of ethical rules.

**Principled:** They give references for works of others from which they benefited from, correctly apply the referencing rules, and accept responsibility for their mistakes.

**Open-minded:** They respect the opinion of others, have the mental structure to see from and evaluate other points of view, are free to express their opinions and express them in accordance with ethical rules.

**Caring:** They respect ethical rules and labor when they are producing their works.

**Risk-takers:** They honestly approach difficulties while trying to discover new ideas during individual or group work, and express their own thoughts.

**Balanced:** They lead a balanced life alongside ethically appropriate academic works, participate in extracurricular activities in an appropriate manner and play by the rules.

**Reflective:** They notice and evaluate their own correct and false behaviors while reflecting their own learning process and experiences, thoughts they reflect and works they produce are original; they display honest behavior.

### **5.3 Approaches to teaching and learning**

It has become so much easier to access information due to developments in technology. For the same reason, the ideas on learning modalities and the ways to deliver new information have changed as well. With ATL (Approaches to Teaching and Learning), within the framework of the IB Programmes, students improve their skills for learning to learn through the curriculum. Academic integrity is part of this learning process.

The meaning of academic integrity is explained to kindergarten and primary school students by their class teachers, and to middle and high school students by their subject teachers. Grading criteria, examples and counselling are provided for all tasks including homework during the teaching process, and students are expected to complete tasks accordingly. All members of the school community abide by the academic integrity principles, and students conduct work based on their age levels. All members of the school community are aware of their responsibilities provided in the academic integrity policy. They are aware that transdisciplinary skills improve throughout life. Those skills enable students to regularly observe examples of academic integrity policy and support them with strategies.

Teachers may internalize the concepts of academic integrity by questioning colleagues during teamwork and cooperation, through teaching the concepts with differentiated strategies, and through practicing them during assessments.

Students may internalize academic integrity by using their thinking, communication, social, self-management and research skills. Implementing the learning approaches (transdisciplinary skills) makes it easy to create an ethical school environment, to ensure and maintain academic integrity.

### **5.4 21<sup>st</sup> Century Skills**

Different methods are used at FMV Işık Schools in teaching 21<sup>st</sup> century skills. These are listed as problem-solving, communication, teamwork, technology and innovation skills. Students develop these skills by communicating and socializing in line with academic integrity principles in physical or visual learning environments. A good learning environment allows the student to ask questions, be open to different opinions and perspectives, create new ideas, and gain confidence.

## **6.0 Quotations / Citations / Referencing**

Our students need to learn how to cite references in order to become more experienced researchers and thinkers, and to support and intensify the arguments they assert in their work. Moreover, students enable their own thoughts to deepen by referring to the works and ideas of other authors and scientists in their work so as to exhibit an understanding of an intellectual "discussion" and context.

By respecting academic integrity and intellectual property rights, students working within their own research areas are able to consider, mention, and contribute to scientific work previously completed and published by others.

Cases where the school community must use referencing:

- a) When more than two words are borrowed from an audio work
- b) When a word specific to the source is borrowed
- c) When evidence from other sources are presented

- d) When ideas, comments or results in a source are expressed or summarized in different words
- e) When information that is not considered general knowledge is presented
- f) When part of an argument from a source is borrowed
- g) When other authors are referred to when generating knowledge

The FMV Işık Schools community uses the MLA (Modern Language Association) citation tool in their work. Bibliographies and footnotes are prepared in accordance with this system.

## **7.0 Identifying Originality in Student Work**

The students are responsible for correctly documenting citations and providing a bibliography for homework assigned. They are expected to self-check their work before they hand it in. The course teacher is the person to detect whether the presented homework is original, and is responsible for directing and advising the student in preparing an original piece of work. The best way to understand whether a work is original is to check the methods and techniques (the number of mistakes, a highly academic writing language, etc.) used by the student. Therefore, the teacher needs to know the student, and analyze his/her language use skills and style. Checking the originality of the student's work becomes easier by providing continuous support and counseling to the student, and conducting regular interviews with him/her regarding the content of the assignment. Apart from the regular interviews conducted with the student during the process, our priority in academic integrity lies in early acquisition of academic writing skills by the student, teaching to choose and use correct sources, developing research skills, and assigning topics for homework that will not encourage cheating.

**'Turnitin' is used to detect the plagiarism ratio in daily assignments, and internal and external assessment components for the IBDP students. Librarians upload the students' works to determine the similarity report. Finally, report is shared with subject teacher and DPC.**

Librarian enable the students to distinguish correct and false information for their studies to continue efficiently. They support the students with regards to bibliography and citation, direct the IBDP students during their extended essay process, and work in cooperation with authorized parties in the detection of breach of regulations.

## **8.0 Detection & Investigation of Plagiarism and Disciplinary Actions**

### **8.1 Detection**

- a.) If teachers suspect academic plagiarism, they must conduct an investigation.
- b.) The school administration and the students are informed in writing regarding this detection.
- c.) Written statements are received from students on whether they accept or deny plagiarism, and an interview is conducted together with the students, teachers and administrators.
- d.) Parents are notified verbally or in writing.
- e.) Suspected students are directed to the disciplinary or honorary committee by the School Principal.

### **8.2 Investigation**

- a.) All detections and evidence regarding suspected misconduct are handed in by course teachers to the school administration in writing.

- b.) The School Principal sends a letter to the Guidance and Counseling Service.
- c.) Counsellors interview students and inform the school principal about their view on the incident in writing.
- d.) In the evaluation, students' best interests, confidentiality, information about the students' families and entourage, students' characteristics and psychological conditions are taken into consideration. The view of the school principal is asked for non-IB students, and the view of the IB Diploma Coordinator is asked for IB students.
- e.) Finally, cases are transferred to the to the Honorary or Disciplinary Committee by the School Principal so as to start an investigation.

The following steps are taken during the investigation:

- a) A meeting is organized among the Disciplinary Committee, vice-principals, coordinator, teacher, student and parent, and the meeting is recorded.
- b) During the investigation, the interview conducted and the report written by the Guidance and Counseling service play an important role in the clarification and understanding of the case.
- c) Students forwarded to the disciplinary committee present written and (if necessary) verbal defenses, which are kept as minutes.
- d) The head of the disciplinary committee receives written statements from relevant witnesses. If the incident has occurred during class time or has been witnessed by the school community, many members of the school community are asked for statements. Information and documents regarding the incident are collected in a file to be presented to the school's reward and disciplinary committee.
- e) The disciplinary committee makes decisions by majority vote.

### **8.3 Disciplinary Actions**

#### **8.3.1 The forwarding to the honorary committee by the school principal**

The Honorary Committee negotiates the issues brought by the school principal or members of the general committee regarding the school's discipline and order, and presents the school principal with its decisions for them to be reported to the School Student Reward and Disciplinary Committee. Parents, teachers, administrators and student club presidents are asked to cooperate to contribute to students' sense of responsibility, for them to become honest, reliable, respectful and successful, to protect them from unhealthy habits, and to prevent them from entering problematic situations.

In case students are forwarded to the honorary committee due to academic misconduct, the committee provides them with various tasks and responsibilities to help them understand their mistake, not to repeat it, and to set an example for others by correcting their behavior.

#### **8.3.2 The forwarding to the disciplinary committee by the School Principal**

After the act of academic misconduct is negotiated by the School Student Reward and Disciplinary Committee and a decision is made, disciplinary action in line with MEB Secondary Schools Reward and Disciplinary Regulation is

imposed on the student according to the types of behaviors and actions that require disciplinary action.

## Penalty Matrices

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned	Level 3b penalty No grade for “parallel” subjects
<b>Plagiarism</b> <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source	Not applicable
<b>Facilitating plagiarism</b> <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
<b>Collusion</b> <i>All students must submit individual and unique work for IB assessment, even when data</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-	More than 51 consecutive copied words (exact or substituted) without full in-	Not applicable

<i>collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</i>		text citation of the source.	text citation of the source	
<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence	Moderate offence	Major offence	Major offence
<b>Duplication of work</b>	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials;</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials;</i>	Not applicable



		<i>penalties will be applied to both subjects with reused materials.</i>	<i>penalties will be applied to both subjects with reused materials.</i>	
<b>Falsification of data</b>	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

### Conduct during an examination

<b>Infringements</b>	<b>Level 1 penalty</b> Warning letter to the student	<b>Level 2 penalty</b> Zero marks for component	<b>Level 3a penalty</b> No grade for subject(s) concerned—see note 1	<b>Level 3b penalty</b> No grade for “parallel” subjects—see note 2
<b>Possessing Unauthorized material in the examination room</b> —see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable
<b>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</b>	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more	Not applicable

			<p>examinations.</p> <p><i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i></p>	
<p><b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to</b></p>	Not applicable	Not applicable	<p>When a candidate tries, successfully or not, to share answers and/or examination content with others.</p> <p><i>Penalties will be applied to all candidates participating in the incident.</i></p>	For a candidate in the same or another IB World School aiding other candidates.
<p><b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b></p>	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
<p><b>Impersonating an IB candidate—both impersonator and person allowing impersonation</b></p>	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	<p>For the candidate conducting the impersonation.</p> <p><i>If the impersonator is not an IB student, the IB will try to establish their identity and</i></p>

				<p>inform the relevant awarding body that impersonator is or was registered for.</p> <p>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</p>
<b>Failing to report an incident of academic misconduct</b>	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

## Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Not cooperating with an investigation, whether involved or not</b>	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
<b>Providing misleading or demonstratively false information</b>	Not applicable	Not applicable		
<b>Attempting to influence witnesses</b>	Not applicable	Not applicable		
<b>Showing threatening behaviour to the person carrying out investigation or to witnesses</b>	Not applicable	Not applicable		

## Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Forgery or falsification of IB grades or certificates</b> <i>Attempt to fraudulently</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of	Not applicable

<i>amend a result in a subject —electronic or hard-copy certificates and transcripts.</i>			subjects affected.	
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## Explanatory Notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. Session monitoring covers actions such as:
  - quality assurance checks of all available pieces of work in IB systems for plagiarism
  - quality assurance checks of all available pieces of work in IB systems for overlap in content
  - check of response patterns to examination papers, including multiple-choice questions.
4. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
5. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
  - friends, family members, or other students in the same or different school, college or university
  - private tutors
  - essay writing or copy-editing services
  - pre-written essay banks
  - file sharing sites.
6. Minor offences may include but are not restricted to:
  - conducting research without permission of the participants
  - including offensive or obscene comments or graphic materials in any assessment component
  - inclusion of materials with excessive or gratuitous violence or

explicit sexual content or activity that could be considered or perceived offensive by others.

7. Moderate offences may include but are not restricted to:
  - conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
  - conducting research or fieldwork that damages the environment
  - including offensive or obscene comments or graphic materials in any assessment component.
8. Major offences may include but are not restricted to:
  - producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
  - falsification or fabrication of data in producing any work
  - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
9. Unauthorized materials or items may include but are not restricted to:
  - mobile phones
  - notes
  - study guides
  - candidate's own rough or scratch paper
  - non-permitted dictionaries
  - other prohibited electronic devices such as smart-watches or smart-glasses.
10. Misconduct during examinations may include but is not restricted to:
  - failing to abide by invigilator instructions
  - disruptive behaviour
  - attempting to remove examination materials from the examination room
  - leaving the examination room without permission.
11. Social media or messaging/communication platforms and tools
12. Mitigating circumstance
  - In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.
13. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:
  - facilitating information to other candidates during the

completion time of the examination

- distributing live examination content before, during or after the scheduled time of that examination through any means.

**SOURCE:** IB Academic Integrity Policy, March 2023

## **9.0 Diploma Programme Candidates and Academic Integrity**

### **9.1 Academic misconduct in the IB Diploma Programme**

FMV Işık Schools applies the IB academic integrity guidelines in case of any academic misconduct that may occur within the Diploma Programme. The school principal and Diploma Programme coordinators, as well as all subject teachers, consultants, students and parents are responsible for ensuring that all diploma students abide by the academic integrity principles in their work.

In case of academic misconduct, all people involved are transparently questioned in order for the necessary information and evidence to be compiled. A fair, neutral and cautious investigation is conducted within the scope of the IB guidelines.

Breaches that may occur during Diploma Programme exams:

- a) Additional time given to a student
- b) Insufficient number of invigilators in the exam room
- c) Lack of training of the invigilators on the subject
- d) Unattended bathroom visit by students during the exam
- e) A course teacher or another teacher other than the invigilator entering the exam room
- f) Calculators that are not reset before the exam
- g) Taking unauthorized material into an examination room. (dictionary, booklet, etc.)
- h) Unprotected exam material (For other examples of misconduct see: Attachment 1)

### **9.2 Procedures to be followed in case of academic misconduct:**

Violations of academic integrity procedures are detected as a result of an investigation or after a sample of student works and answers on exams are reviewed. This is reported to the IB by external shareholders such as invigilators, Diploma Programme coordinator and teachers. The IB conducts an advanced investigation if necessary. If the student's improper behavior is proved, the IB applies the appropriate penalty.

If the teacher is involved in the case, IB has the right to demand the teacher be banned from being an IB teacher in the future.

### **9.3 Conducting an Investigation**

The IB opens an investigation and demands the details of the incident from the school principal and the diploma programme coordinator. In case the principal is involved in the case, the IB has the right to assign an independent negotiator for the investigation. The investigator presents a full report to the IB by using the "School Employee Form" within 10 days after the first day of the investigation.

The report needs to include the following:

- a) Information on the people responsible for the investigation
- b) How the investigation is conducted
- c) People involved in the investigation

- d) A detailed report of the incident
- e) Evidence to prove the opposite and how it was obtained
- f) Information on whether the evidence is supported
- g) Information on the witnesses
- h) Information on expert witnesses providing evidence

The IB may request the following when necessary:

- a) How and when the student and teachers were informed regarding the IB General Regulations
- b) Exam seating plans
- c) Photos of the room where IB exam materials are kept
- d) The deadline calendar including all IB assessments
- e) All student working drafts regarding the investigation
- i) Other evidences that may assist the investigation

#### **9.4 Investigation review and sanctions**

After all information is compiled regarding academic misconduct, the issue is reviewed by the IB Assessment Division at the IB Global Centre, Cardiff, and a decision is made on whether there is a breach based on the evidence and IB World Schools General Guidelines.

In case IB decides on a breach on the assessment procedure, school principal and the Diploma Programme coordinator are informed and one of the sanctions on the penalty matrix are applied. Based on individual condition, academic breach may be presented to the Final Award Committee for a further investigation and final result. The student is not given the final grades until the investigation is completed.

In case the investigation on academic breach is not adequate, the IB Assessment Division in Cardiff may demand an additional investigation. In case the evidence is inadequate and ineffective, specialists on the issue are consulted to decide on which action or sanction to apply depending on the possibilities.

The IB defines academic misconduct as intentional or unintentional behavior of a student to enable him/her to gain undeserved benefits over other students during the assessment process. An academic misconduct also involves any type of behavior before, during and after the breach that will harm the integrity of IB exams and other IB assessments.

IB students may be involved in the academic breach at various levels of the assessment process, and this may involve behaviors that will prevent them from completing their class-based works or exams by themselves. These behaviors may not always arise from an openly malicious motive to gain undeserved benefits, but may be the result of not completely understanding information on relevant documents.

Breaches as defined by the school are categorized under two topics::

##### **9.4.1 Incidents Related to Course-based Student Work**

In cases where the school detects academic breaches with work submitted by deadlines, the IB uses the school's academic integrity policy to resolve the issue.



Breaches in academic integrity may be listed under the following categories: teacher-assisted breach, student or parent-assisted breach, breach through online paid assistance, and breach by direct copying due to time pressure. These unethical behaviors negatively affect the assessment of the students' work. Assessment processes are only fair if students provide their own genuine efforts.

With academic breaches in internal assessment studies, on work completed or submitted on time, the grade of "F" is assigned on the IBIS system. With breaches in external assessment studies, i.e. The Extended Essay or the TOK (Theory of Knowledge) essay, the designation "non-submission" is assigned. The school cannot submit any work to the IB that violates academic integrity standards.

In cases where academic breaches are revealed after submission to the IB, the Diploma Programme coordinator immediately informs the IB regarding the issue.

#### **9.4.2 Incidents Related to Exams**

IB certified schools are obligated to abide by the rules in the document on conduct of IB Diploma Programme Examinations (Diploma Programme Assessment Procedures 2020) and must ensure that these rules are understood by both invigilators and students. As such, IB students are expected to behave ethically during the exams.

There are many ways students may conduct academic breaches during an exam. These behaviors constitute serious infractions. For example, the students may bring unauthorized materials into the exam room, they may assist other students in the exam room, or they may write obscene or inappropriate comments on exam papers rather than answering the questions.

Students are not allowed to bring unauthorized material (class notes, mobile phones or other IT products) into exam room. Students carrying unauthorized materials are considered violators regardless of the kind of the material, and an investigation is opened accordingly. In this case, the school reports the issue to the IB in 24 hours. The student continues the exam without disturbing other students in the exam room, and his/her paper is sent for assessment.

Using online social media platforms is another factor affecting the student community. In good faith, students may set up study groups to prepare for exams. However, there is a risk that group members may share exam materials, their content, or homework online using applications fraudulently.

IB students noticing any breaches of exam integrity are obligated to inform the school administration and Diploma Programme coordinator.

#### **9.5 Investigating academic misconduct on student works**

When the IB decides there is evidence to suspect academic misconduct, it demands an investigation from the school and written statements from relevant parties. If the school fails to support the investigation into possible academic misconduct, no grade is awarded to the student in the subject(s) concerned.

If the IB notifies the school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn

from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

A student suspected of an academic misconduct is required to provide a written statement. If the student fails to do so, the IB is informed in writing that the student declined to provide a statement and the investigation continues.

Academic breach incidents are forwarded to the internal committee of experienced the IB assessment department members. The Committee's decision is approved by the Final Award Committee. In case the internal committee fails to decide, the issue is forwarded to the IB Academic Integrity Director.

In case the academic breach is approved by the internal committee or the Final Award Committee, a penalty that is proportional to the seriousness of the issue is given for the relevant class as stated in the IB penalty matrix. The IB uses a penalty matrix for any type of academic breach. For instance, if a student copies more than 51 words from an external source, he or she receives a 3rd level penalty, meaning his/her work is not graded.

In case of conclusive evidence, the IB has the right to conduct an investigation after the exam results of the student is revealed. This may be carried out as an enquiry upon results. In case of an academic breach, the student's grade may be withdrawn. In this case, the student gives the diploma or certificate back to the IB.

## **9.6 Retaking exams and resubmitting homework**

In case of an academic misconduct, IB decides whether the student can retake the exam or resubmit the homework. One of the following is applied to students who receive a penalty for academic misconduct:

- a) The student retakes the exam after six months
- b) The student retakes the exam after twelve months. (if the course is not available on the relevant exam session).
- c) The student is not given the right to retake the exam, but his/her unaffected courses are graded.

## **9.7 Additional disciplinary actions**

In addition to the penalties on the matrix, the IB has the right to apply the following sanctions in case of more than one and very serious academic breaches:

### **9.7.1 Changing the enrollment category**

Diploma Programme students are given the chance to retake the exam of the relevant course. However, he or she loses the right to receive an IB Diploma and can only receive a certificate from that course.

### **9.7.2 Disqualification**

The student is not graded for any course and is not allowed to retake exams.

## **9.8 IB Primary Years Program (PYP) and Academic Integrity**

From an early age, within the framework of the PYP (Primary Years Program), students are taught appropriate methods and techniques related to the concepts of citation and plagiarism. Starting from an early age, students are guided on citation skills in activities such as presentations, performance tasks and group work.

Academic Integrity Week is organized at all campuses at the kindergarten and primary school levels in collaboration with the library. These events include presentations to the school community and are supported by invitations to experts. During the week, students are made aware of Academic Integrity through activities at different levels such as text and case studies, research tasks, poster design, presentation preparation, story and poster work.

The Primary Years Program provides students not only with the skills to acquire knowledge, but also to use that knowledge in an ethical manner, citing references and encouraging openness of thought. In this way, students both improve their learning process and learn how to use information in an ethical manner.

### **9.8.1 Academic Misconduct in the IBPYP**

In the IBPYP, academic misconduct is approached as a learning opportunity. Students are taught or retaught the necessary skills to paraphrase material in their own words and properly cite quotations. Misconduct is generally seen as a result of insufficient language or research skills and is addressed accordingly.

## **10.0 Ensuring and Protecting Academic Integrity at School**

### **10.1 Supports given to the student by the school**

- a) There is detailed information on the definition and importance of academic integrity in the Student-Parent Guidebook. The policy is referred to as necessary.
- b) At the beginning of each academic year, students and parents sign an academic integrity agreement. They are informed about our school's academic honesty policy.
- c) On the first day of every academic year, students are reminded of the meaning and importance of academic integrity during the morning assembly.
- d) At the beginning of each academic year, students are given an assignment to reveal whether or not they understand what academic integrity is and whether they take it seriously.
- e) The academic integrity policy is reflected in the criteria provided in assessment forms.
- f) The librarian, guidance and counseling service, and course teachers guide students on building study, academic, and writing skills.
- g) All teachers place importance on academic integrity and this concept is promoted actively. To ensure academic integrity, all teachers guide their students on course-appropriate research methods, correct citation/quotation, referencing, interpretation and paraphrasing.

- h) To set an example for students, teachers appropriately reference sources with reproduced documents such as worksheets, weekend homework, tests, and visuals.
- i) Daily homework, performance tasks and projects assigned to students are carefully selected. Homework done well is not just research and the collection of information. An assignment correctly selected enables students to be creative with and to express their own ideas.
- j) Teachers closely examine the writings of students including articles, compositions, essays, and end-of-term performance tasks, and they check whether the work has been done by someone else or copied from the internet. (During interviews, questions are directed to students to understand the originality of the work and whether its academic level is above the knowledge level of the student.)
- k) Topics for the Diploma Programme focus, long essays, and writing assessment tasks are carefully selected by students in a way that ensures they are original, and cannot be copied. Students are guided on the topic selections and teachers are required to approved them.
- l) Work is done to improve the students' time management skills in order to prevent delays in the submissions of homework assignments.
- m) Each academic year a one-week long Academic Integrity Week is celebrated. During the whole week, all departments conduct classwork on the theme of academic integrity to improve the understanding of the concept.
- n) Each term or annually, all students sign a declaration of authenticity for all the work they will submit during that period.
- o) IB students sign a declaration of authenticity for each work to be sent to the IB.
- p) Turnitin or other plagiarism detection programs are used to prevent dishonesty, to encourage good research, and for teachers to create objective and analytical reports in case of possible attempts of academic misconduct.

## **10.2 IB Diploma Programme Exam practices**

- a) Examination papers are kept secure before the exam. Precautions are taken to prevent students taking possession of the exam questions , to prevent the process of copying and to prevent unattended exam papers from being left around. It is ensured that no exam questions are accessible while they are being prepared or kept for future use.
- b) The same exam questions cannot be used even for a different academic year. In cases where previously used (authentic) questions are considered for reuse, sentence structure and vocabulary are modified.
- c) In exams where unique or single answers are required, such as letters in multiple choice questions, individual questions and or parts of the tests are

rearranged or different exam groups are used so students seated closely will have different exam papers.

- d) Students are informed on a regular basis particularly before exams about the principles of academic honesty and the consequences of academic misconduct. They are reminded that attempting to gain an unfair advantage leads to the mistrust of teachers, undermining the trust of the families' confidence in them, and a risk to their academic careers.
- e) In the IB Diploma Programme exams other than exam candidates, only the head of school, coordinator, invigilators and authorized IB inspectors are allowed into the examination room.
- f) Exam rooms are prepared in a way to prevent academic dishonesty. Students randomly sit in single chairs. IB students are seated according to a pre-arranged seating plan in specific seats allocated to them during each exam period.
- g) It is made sure that nothing is left under the desks before the exam. Course materials, mobile phones and other electronic devices are placed in student lockers. Nothing is placed on the desks except for exam papers, pencil and eraser, and a dictionary and calculator if allowed by the teacher.
- h) For exams that require calculators, all calculators are reset by teachers before students enter examination rooms.
- i) In cases where space on answer sheets is inadequate and students need extra paper, teachers are able to provide additional answer sheets for students to use. Students are not allowed to bring their own notepaper to the examination rooms.
- j) Each invigilator must give his or her whole attention to the supervision of the examination. It is not permitted for an invigilator to engage in any other activity.
- k) There are always two invigilators in IB exams regardless of the number of students. At least one invigilator must walk around the room at regular intervals, without disturbing the candidates, to ensure that no candidate is engaging in any form of academic misconduct. Invigilators must not remain in one place for a long period, but when moving about the examination room, they must avoid distracting the candidates.
- l) One invigilator should be seated at the back of the room so that candidates cannot see which part of the room the invigilator is observing. A course teacher cannot be an invigilator.
- m) During the examination, the invigilator must keep an accurate record of any events or temporary absence such as bathroom visits.
- n) After the exam begins, the students are not allowed to talk to one another, to make signs to one another or to exchange any materials.
- o) Students cannot ask questions regarding the exam content.

- p) Unless an emergency occurs, students cannot leave the exam room. IB students cannot leave the room in the first hour and the last 15 minutes of the exam. In cases where an IB student must leave the room, s/he is accompanied by an invigilator. (Parents are informed of this rule beforehand for cases that may require precautions.)
- q) Candidates cannot be left unsupervised at any time. If an invigilator must leave the examination room, another invigilator must remain to supervise the candidates.
- r) Question and answer papers are collected by the invigilator after the exam. Students cannot take any exam questions out of the exam room or take photos of the exam paper.
- s) The programme coordinators ensure that *The Conduct of Examinations Booklet* has been read and all the rules and practices understood by the Head of School, the heads of departments and all invigilators before the exam period.

### **10.3 Ensuring an honest school environment**

- a) It is ensured that students read and understand the academic integrity policy.
- b) Students are taught about academic integrity during classes to enable them to internalize and use the concept in a meaningful way.
- c) Examples of academic breach are shared with students in detail.
- d) Students are explained in detail the consequences and sanctions they may face in case of academic misconduct.
- e) The students are taught to apply the school's referencing system (MLA) from the first day of school.
- f) Students are asked to prepare a planned work schedule to be able to study in a regular and timely manner.
- g) Students are made aware of the importance of annotating the sources they use while doing their assignments.
- h) To receive support from teachers and librarians, students are expected to share any problems they may face while doing research and with the use of resources.
- i) Students are informed about exam topics, question types and assessment criteria before the exam.
- j) Previous exam questions are shared with students.
- k) Academic expectations are carefully examined to be directly proportional with the benefits the student may gain in accordance with his/her age, information and specific condition (if any).
- l) If necessary, students are allowed to use calculators, dictionaries and other resources during exams. Students are provided with enough time to complete their homework and other assignments.

- m) If a valid excuse is provided for homework presented after a deadline, additional time is provided. (IB Diploma Programme students receive the deadline calendar for internal and external assessment at the beginning of the programme and in case they do not meet a deadline, a point is made that their work is not accepted for evaluation.)
- n) The school community adopts the understanding that the school culture is one that does not under any circumstances accept any form of dishonesty.

## **11.0 Sharing the Academic Integrity Policy with the School Community**

The FMV Işık Schools community has been informed about the Academic Integrity Policy by various mediums. The policy is published on the schools' website. Work is conducted on the policy at every level within the scope of the Academic Integrity Week events organized at the school. The policy is shared with all parents during preparatory class and 9<sup>th</sup> grade orientation meetings. Parents are also informed about the policy during the Open Day organized for parents of students newly enrolled in the high school. Finally, the policy is also sent to all parents by our vice-principals via e-mail. Regular surveys are conducted to measure whether this policy has reached its goal.

## **12.0 Policy Review Process**

In order for the academic integrity policy to remain as a living document, it is reviewed at the end of each academic year by the pedagogical leadership team. Its compatibility with other policies is checked, and changes are made by the academic integrity policy committee composed of campus representatives as necessary. The task of this committee is to ensure that this policy is implemented and assessed, and the new-coming teachers are informed about it. Changes made regarding this policy are announced to the school community at the beginning of each new academic year.

## **13.0 Linking the Academic Integrity Policy with Other Policies**

### **13.1 Language Policy**

FMV Işık Schools' academic integrity policy clearly states that unauthorized and uncited use of a sentence or text created by another person is called plagiarism. The school expects its students to present completed homework and projects in which their creativity, original ideas, and language skills are used. Teachers are responsible for directing and advising students in preparing original work. At this stage, teachers check the originality of the language used by the student, the number and frequency of his/her mistakes and the use of highly-advanced academic words and language. The teachers know the students work well enough to analyze their language skills and writing styles.

In accordance with scientific responsibility and academic integrity, FMV Işık Schools prohibit students' from using others' homework, copying or summarizing an author's thoughts or views without citation, and using information and comments on an artwork as their own research data without citation. FMV Işık Schools aim at ensuring that the students understand and value concepts such as intellectual property, original language, and creativity.

Teachers and students of FMV Işık Schools use the MLA (Modern Language Association) format to reference informational sources used in their academic work. Moreover, they

use the Turnitin plagiarism detection software to check whether the prepared homework is compatible with academic integrity principles.

At the beginning of each academic year, FMV Işık High School libraries organize academic writing workshops for students to teach scientific research methods and referencing rules. The librarians guide students during the course of their education to ensure that homework, research and other projects are prepared according to academic integrity principles.

### **13.2 Assessment Policy**

Students of FMV Işık Schools are obligated to use original language on all assignments and tests within the scope of the Assessment Policy by adhering to academic integrity principles. IB rules and regulations are applied if any academic breaches occur during the internal and external assessment processes of IB Diploma Programme candidates.

### **13.3 Admission Policy**

The malpractice and plagiarism articles in the FMV Işık Schools Integrity Policy are clear. Students who breach academic integrity principles during 9th and 10th grades and who receive more than one warning will not be accepted to the IB Diploma Programme and cannot apply again.

### **13.4 Distance Education Policy**

Academic integrity principles adopted by FMV Işık Schools are also adhered to in the distance learning process. The school community is expected to behave in accordance with these principles for assignments, projects, and other forms of assessment. In case unsuitable behavior is observed, sanctions listed on the academic integrity policy are applied.

### **13.5 Artificial Intelligence (AI) Policy**

As the use of artificial intelligence (AI) becomes increasingly prevalent within the academic and educational sphere, the ethical and responsible deployment of this technology is of paramount importance. In this context, FMV Işık Schools' policy on academic integrity is expanded to encompass guidelines for the use of AI tools in research, teaching, and learning processes. This policy emphasizes transparency, originality, and fair use principles in the application of AI tools, aiming to maintain integrity and trust within the academic community. It ensures that both students and faculty adhere to ethical norms in AI-assisted work, thereby enhancing the accuracy and reliability of scholarly contributions.

## **14.0 Conclusion**

Academic integrity is an important value at the core of constructive learning in FMV Işık Schools. A learning environment based on personal integrity is supported by all stakeholders of FMV Işık Schools. The necessary guidance and training are provided to prevent academic misconduct. The importance of academic honesty is emphasized at every opportunity. Our students are expected to be creative, free, authentic, and principled within the scope of national and international programmes applied in our schools. Considering the ease of access to resources in the age of technology and the widespread incidence of theft in scientific and



academic writing, school administrators, teachers, students, parents, and other members of the community share responsibility for academic integrity and for implementation of the policy.

The Academic Integrity Policy of our schools is a living document that guides the school community within the whole academic process. The Ministry of Education's Secondary Education Institution Regulations and the IBDP academic integrity policies and procedures have been used in the creation of the FMV Işık Schools Integrity Policy.

## 15.0 Academic Policy Committee

NAME	POSITION - SCHOOL
Müge Yalım ALPAN	FMV Director of Educational Institutions & Founder Representative
Arzu ALTUNTAŞ	School Principal – 05I
Sevilay EROĞLU	School Principal – 05E
Alkım KÖKSAL ÖZER	FMV Academic Coordinator
Didem ŞİRANUR	FMV Educational Projects Manager
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
İsmail Süha HAYAL	FMV R&D and Educational Technologies Coordinator
Erkan SAĞNAK	IB DP Coordinator - 05I
Merve ÜNAL	IB PYP Coordinator - 06E
Ayten Öztürk OKÇUOĞLU	Vice Principal - 05E
Abdurrahman AYDIN	Head of High School Turkish Language and Literature Department - 05I
Tuğçe AYAN	High School Teacher
Hande YEŞİLKAYA	High School Teacher
Kadriye ÖRER	Kindergarten Teacher - 07I
Buse KARABULUT	Librarian - 05N
Erdem BAYKUŞ	Librarian - 06N
Yalçın YALÇINKAYA	Librarian - 05A
Gamze ERSOY	Librarian - 05E

05: FMV Işık High School– Science High School  
 06: FMV Işık Primary and Middle School  
 07: FMV Işık Kindergarten

A: Ayazağa Campus  
 I: Ispartakule Campus  
 F: Florya Campus

E: Erenköy Campus  
 N: Nişantaşı Campus

This policy was reviewed by the policy committee and necessary changes and updates were made in May 2024.

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## ACADEMIC INTEGRITY POLICY

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## **Appendix 1: Examples of Academic Misconduct**

### **1.1 Examples of academic misconduct by a student:**

1. Presenting or submitting another student's work as their own,
2. Copying from another student's test or homework,
3. Allowing another student to copy from your test or homework,
4. Falsifying or misinterpreting data when presenting research,
5. Copying or summarizing another writer's opinion or ideas without acknowledging the source,
6. Copying a map, an illustration, a photograph, a graphic without acknowledging the source,
7. Using the information and comment of another author's work as their own data without acknowledging the source,
8. Failing to acknowledge original/primary resource when presenting research or data,
9. Using a registered trademark or brand without acknowledging the owner,
10. Copying information from a book, a periodical, an encyclopedia or a digital source without citation,
11. Conducting research without permission of the participants,
12. Producing any work that shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs,
13. Translating information from one language to another without referencing,
14. Inventing resources that do not exist,
15. Falsifying and fabricating data in producing any work (experiment, research finding, etc.)
16. Using materials such as textbooks, notes, or formula lists during a test without the professor's permission,
17. Collaborating on an in-class or take-home test without the professor's permission,
18. Submitting work commissioned, edited by, or obtained from a third party,
19. Bribing someone for an academic advantage, or accepting such a bribe (i.e. a student offers a professor money, goods, or services in exchange for a passing grade, or a professor accepts this bribe),
20. Using an academic advantage as a bribe (i.e. a professor offers a student a passing grade in exchange for money, goods, or services, or a student accepts this bribe),
21. Obtaining a copy of a test before the test is administered,
22. Distributing, either for money or for free, a test before it is administered,

23. Encouraging others to obtain a copy of a test before the test is administered,
24. Changing grades in a gradebook, on a computer, or on an assignment,
25. Continuing to work on a test after time is called,
26. Attempting to remove examination materials from the examination room,
27. Selling or giving away information stored on a computer or calculator which will be submitted for a grade,
28. Sharing test or assignment answers on a calculator or computer,
29. Accepting or providing outside help on online assignments or tests,
30. Bringing unauthorized material into the exam room,
31. Facilitating information to other students during the exam,
32. Cheating in an exam,
33. Taking or attempting to take an exam for someone else, or having or attempting to have someone take the test for another student,
34. Disrespecting a teacher or another student, in class or online,
35. Failing to abide by invigilator instructions
36. Talking, texting, or viewing material unrelated to the course during class time,
37. Failing to silence mobile phone during class,
38. Posting inappropriate material or material unrelated to the course on discussion boards,
39. Buying homework from essay writing services or essay banks,
40. Getting another person to do an assignment, (friends, family members, or other students in the same or different school, college or university, private tutors)
41. Submitting the same assignment for different courses,
42. Asking for additional time using an invalid excuse when not able to meet the deadline,
43. Claiming to have submitted an assignment when it has not been submitted,
44. Harming or stealing library material,
45. Forging a signature,
46. Altering academic data or records.
47. Submitting work commissioned, edited by, or obtained from a third party.

### **1.2 Examples of academic misconduct by a teacher:**

1. Neglecting to notice academic misconduct in student's work,
2. Neglecting to analyze homework that contains inadequate or invalid information,
3. Accepting unacknowledged homework that contains citations and quotations,
4. Failing to check whether submitted homework or projects have been correctly referenced,
5. Failing to indicate the sources of written texts or visuals before distributing worksheets to the students,
6. Sharing the exam content or exam questions with the students before an exam,
7. Failing to keep the exam questions in a secure place before the exam,
8. Helping students during the exam,
9. Leaving students unattended during the exam,
10. Failing to notice a student who is cheating during the exam,
11. Giving students additional time when the exam is over,
12. Being occupied with something else (Using mobile phone, reading exam papers, et

## **Appendix 2: Academic Honesty Student Contract**

### **ACADEMIC HONESTY STUDENT CONTRACT**

1. I will always do my own work. I will not copy another person's work, in whole or in part, and turn it in as my own.
2. I will not allow my homework and research to be copied physically or electronically without citation.
3. I will not receive unfair assistance from another student, parent, computer program, or any other unauthorized source on a project that was meant to be completed alone.
4. I will not spread information that I am not sure of its accuracy and that I do not verify its accuracy.
5. I understand that plagiarism is using the words or ideas of other authors in my papers without giving those authors credit. For that reason, I will not plagiarize.
6. I will not copy the sources of information I use in my work without specifying them in accordance with the rules.
7. I will not use general information from public sources on the Internet as if it were my own product.
8. I will not take material from the Internet or another student's electronic files and use it as my own. I will not copy text, graphics, musical scores, mathematics solutions, artistic layouts or presentations, or any idea in any form from another source without proper citation.

9. I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on homework.
10. I will not turn in the same assignment more than once for different classes without my teachers' knowledge.
11. I will not attempt to access the exam documents. When I witness such a situation, I will cooperate with the school administration.
12. I will keep quiet during a test. I will not talk to any student, look at anyone else's paper, or allow anyone else to see my paper, or arrange to have access to information during tests.
13. I will not consult other unauthorized material or information during tests unless my teacher gives me permission (notes, dictionary, calculator, digital technology, smart watch etc.)
14. I will not retrieve unauthorized information—whether on paper, in electronic form, or from another student—during a closed test.
15. I will not communicate exam information or answers with my peers during or following an exam.
16. During laboratory studies, I will not change information such as data, experiment and observation results and computer output. I will not produce inauthentic data.
17. I will not make changes to official documents.
18. I will not claim credit for work that is not the product of my own honest effort.

Any student who breaches this 'Academic Honesty Student Contract' is subject to disciplinary action including grade penalties.

I have read and understood this 'Academic Honesty Student Contract'. I will follow the rules stated above.

**Student Name-Surname:**

**Date:**

**Signature:**

I have read and understood this 'Academic Honesty Student Contract, and have discussed it with my son/daughter. I agree to encourage compliance with the rules stated above.

**Parent Name - Surname:**

**Date:**

**Signature:**



### Appendix 3: Academic Integrity Notice to Parents

Date:

Dear Parent,

As FMV ..... Işık High School, our main goal is to develop the concept of academic integrity and prevent cheating and plagiarism. It is extremely important that your student adhere to the practices of academic integrity and our school's ethical values. 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 by strengthening your child's understanding of and commitment to these standards and the ethical values of our school upholds.

Violation of academic honesty practices results in disciplinary action. This may result in your child not being able to obtain their IB diploma. Therefore, we kindly ask you to carefully read the Academic Integrity Policy' shared with you via e-mail and available on our school's website, and to sign the academic honesty protocol given to your child.

Thank you very much for your support and cooperation.

Sincerely,  
School Principal

#### Appendix 4: 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 5: Candidate Authentication Form

DATE:

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

NUMBER: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

WORK : \_\_\_\_\_

ADVISOR: \_\_\_\_\_

RESEARCH SUBJECT: \_\_\_\_\_

The thought/research question, method, findings and discussion parts of my internal evaluation study, which I completed with my advisor in the above-mentioned title, are original, and the cases where parts or completely taken from other studies are stated in accordance with the reference rules. My original work includes no suspected or confirmed instances of academic misconduct.

I have documented that I have prepared my work in accordance with the International Baccalaureate Diploma Program guidelines and the principles of academic honesty and without citation. I have read and understood that if the quote is plagiarized, my work will be deemed unsuccessful and my diploma will be invalid.

**CANDIDATE STUDENT**

**NAME SURNAME – SIGNATURE**

## Appendix 6: IBDP Candidate Consent Form

By signing this declaration, I understand and consent to the programme coordinator or another authorized school staff member uploading my work to the IB's eCoursework system. I also confirm that I am at least 15 years old and that the version of any materials I pass to my programme coordinator or another school staff member is the correct and final version, is my own work and that I have correctly acknowledged the work of others. I accept that failure to do this will be investigated as a breach of IB regulations.

Name: .....

Signature: .....

Date: .....

## Appendix 7: Ethical Guidelines for Extended Essay, Research and Fieldwork

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

1. 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.
2. 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.
3. All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time.
4. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
5. Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
6. 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.
7. 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.
8. 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.

9. Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
10. All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
11. Research that is conducted online, using IT methods, is subject to the same guidelines.
12. 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.
13. No harm is done to living things in studies carried out in laboratories.

## **Appendix 8: Exam Protocol (for national programme exams)**

### **FMV IŞIK SCHOOLS EXAM PROTOCOL**

This protocol covers all written exams conducted throughout the academic year in FMV Işık High Schools. An exam supervisor is determined by the heads of departments for each exam and this information is shared with the assistant principals, who determines the invigilators.

#### **The responsibilities of the exam supervisor**

- Hands the exam packages to the invigilator.
- Visits each exam room during the exam and solves any problem that may occur.
- Fills in the exam attendance list and hands it to the head of department. (the attendance list is also filled in case there are no missing students)
- Receives the exam packages at the end of the exam.

#### **Responsibilities of the Invigilator**

- Takes the exam packages from the exam supervisor ten minutes before the exam.
- Checks the order of the exam rooms that he/she is responsible for.
- Collects students' mobile phones in the off mode.
- Hands out the exam papers (A and B groups, diagonally) If it is a classical exam, and asks the students to check if there are any missing pages.
- Hands out the optic forms if it is a multiple choice exam, and then the question booklet; checks if the exam group code and the booklet information has correctly been copied on the optic form.
- Writes the start-end times on the board.
- Makes the announcement 'The remaining time is 10 minutes.' 10 minutes before the end time.
- Ensures that the exam is taken in a healthy,

unproblematic environment.

- Does not speak to the students.
- Writes the names and numbers of the absent students on the exam envelope.
- Writes '..... exam has been given' and signs in the allocated box in the class roster.
- Makes the announcement 'The examination has ended. Please stop writing immediately.' when the exam time is over.
- Asks the students to pass the exam papers/optic forms from back to front, sorts them according to the groups and counts them before the students leave the exam room.
- Writes his/her name and signs the exam envelope.
- Hands the exam envelopes to the assistant principal/head of department or the exam supervisor.
- Checks the optic forms (name-surname, school number, ID number)
- Hands out the question booklets in a diagonal fashion, ensures that the students check the pages, and makes necessary announcements.

Each invigilator must give his or her whole attention to the supervision of the examination. It is not permitted for an invigilator to engage in an activity (for example, reading or marking candidates' work, or using a telephone) other than supervising the examination. The invigilator cannot take any student's exam paper before the exam time is over or allow the student to leave the exam room.

### **Rules to be obeyed by the students**

The students:

- must be present in the exam room before the exam starts.
- must follow the directions regarding the conduct of the exam given by the invigilator during the exam. Any breach of regulations is a matter to be concerned by the discipline committee.
- can bring to the exam room only material and tools that have been authorized by the course teacher.
- must leave nothing under their desks.
- start the exam when the invigilator announces the start time.
- cannot make use of any unauthorized material (lesson notes, course book), look at another student's exam paper, show their exam paper to another student, attempt written or oral communication with another student during the exam. Such incidents are accepted as academic misconduct.
- must hand in the material used during the act of academic misconduct and the exam paper to the invigilator, who then reports the incident to the school principal.
- cannot speak to the invigilator or ask any questions.
- cannot exchange stationary (pencil, eraser, pencil

lead, sharpener, etc.)

- cannot eat or drink.
- cannot leave the exam room before the exam ends unless there is an emergency. (if there is an emergency, the student must inform the invigilator about his/her situation. Any student failing to leave the exam room without formal notice is liable to disciplinary action.)
- must pass their exam papers/optic forms starting from the back row to the front without standing up

## **Appendix 9: Misconduct and Academic Infringement Scenarios**

**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 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 including 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 cover sheet 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.

**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.

**8. 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 behavior 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.

**9. 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.

**10.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.)

**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.

**11. 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.

**12. 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.

**13. 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.

**14. 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.

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

**15. 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.

**16. 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 calculators, 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.

**17. 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 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.

**18. 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.

**19. 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.

**20. 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.

## Appendix 10: IBDP Academic Misconduct Investigation Templates

### Candidate Statement Form

Candidate(s) name	
Session number(s)	
Subject/Level/Component	

Please provide a statement addressing the concerns relating to academic misconduct:

--



*I confirm that, to the best of my knowledge, the information provided above is correct and true.*

Name:	
Date:	

### Coordinator Statement Form

Candidate(s) name	
Session number(s)	
Subject/Level/Component	

**Briefly explain the guidance given to all IB candidates in terms of academic honesty.** How is this information/guidance made available to candidates?

*Please provide a statement addressing the concerns relating to academic misconduct involving the candidate(s):*

☐ I confirm that, to the best of my knowledge, the information provided above is correct and true.

Name:	
Date:	

Invigilator Statement Form

Candidate(s) name	
Session number(s)	

Subject/Level/Component	
-------------------------	--

*Was the candidate in possession of unauthorized materials during the examination?*

*For example, written notes, electronic devices such as mobile/cell phones or unauthorized calculators, etc.*

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

*At what stage of the examination was the unauthorized material discovered?*

*For example, during the reading time, within the first 30 minutes of the examination, etc.*

*In the case of electronic devices, is there evidence that the candidate accessed relevant information via online/stored sources during the examination?*

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

*Please provide a statement addressing the concerns relating to academic misconduct involving this candidate(s), and include your observations:*

☐ *I confirm that, to the best of my knowledge, the information provided above is correct and true.*

Name:	
Date:	

School Staff Statement Form (Page 1)  
(suspected maladministration)

Name	
Email address	
Phone number	

IB World school code	
----------------------	--

Please briefly explain the guidance you have received in terms of your school having to comply with IB's assessment requirements and regulations:

--

Were you informed about the allegation?

Were you informed about the IB's investigation procedure?

Were you informed of the possible consequences if maladministration is confirmed on your part?



*I confirm that, to the best of my knowledge, the information provided above is correct and true.*

Name:	
Date:	

School Staff Statement Form (Page 2)  
(suspected maladministration)

Please provide any relevant information specifically referring to the allegations made against you.  
Please be specific in terms of time, date and facts and please provide information on evidence or witness who can support what you state:



*I confirm that, to the best of my knowledge, the information provided above is correct and true.*

Name:	
Date:	

Candidate(s) name	
Session number(s)	

Subject/Level/Component	
-------------------------	--

### Teacher Statement Form

As a subject area teacher/supervisor, what guidance do you provide to candidates with reference to academic honesty? What procedures do you adopt to verify that, to the best of your knowledge, a candidate's work is authentic?

Please provide a statement addressing the concerns relating to academic misconduct involving the candidate(s):

Name:	
Date:	



