



**GOKKUSAGI
SCHOOLS**

ACADEMIC HONESTY POLICY



IB mission statement

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.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

As IB learners, we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for others and ourselves. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Philosophy

Gökkuşığı College places great value and importance on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We see the academic honesty as a set of values and skills that promote personal integrity and good practice in teaching, learning, producing and assessment throughout all our life. Students take responsibility for their own actions and the consequences that accompany them.

We are guided in our expectations and practices by two of the Learner Profile attributes, which describe students as:

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

It is the policy of Gökkuşığı College that:

- All Diploma Programme students understand the basic meaning and significance of academic honesty
- All work produced by Diploma Programme students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and dishonesty
- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of malpractice
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they have an important role in ensuring that their work is 'academically honest'
- Impart to students that plagiarism is a serious academic offence for which Gökkuşığı College shows no tolerance
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

Academic Honesty

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Academic dishonesty or academic misconduct is any type of **cheating** that occurs in relation to a formal **academic** exercise, any attempt to gain advantage in any dishonest way with respect to academic work or performance or record, is behavior which is not permitted/ ethical in an academic situation, even when no advantage is gained. It can include

Cheating is any attempt to gain an unfair advantage over other students, and includes attempts to mislead a teacher, even in non-competitive, non-graded work and assignments.

Suspensions of cheating and other academic dishonesty and misconduct will be reported by the teacher to the DP Coordinator with supporting documentation. If an offense is found to have been committed, appropriate action will be taken which may include deduction of some or all marks, and possible referral to the Discipline Committee.

Some examples:

Tests and Exams

Disobeying instructions, disobeying a proctor

Working before the start signal, after the stop signal, etc.

Communication during a test or exam

Talking, signaling, texting, sending notes, etc.

Looking at another student's work during a test or exam

Giving answers to another student during an exam

Taking unauthorized notes, material, equipment, etc., into tests or examinations (whether used or not)

Dishonestly obtaining test matter in advance of the test

Plagiarism

Presenting someone else's work, words or ideas as one's own – even if paraphrased

Presenting someone else's work, words or ideas as one's own – even if translated

Failing to give credit to other authors, failure to use quotation marks when required

Submitting a paper written by someone else

Submitting work as one's own which has been written, designed, drawn, calculated, performed, composed or created in art or in whole by someone else

Falsification or fabrication of results, data, information

Falsifying quotations

Falsifying citations

Fabricating or falsifying evidence, data, etc.

Using other people's results without permission

Changing one's own or someone else's grades/ records in a record book, computer file, etc.

Copying someone else's work

Including one's own, e.g. for a different teacher

Including someone else's submission to a different teacher

Collusion/Collaboration¹

Working with someone else when specifically told to work on one's own, whether someone in school, someone out of school, paid or unpaid.

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's.

Working together is collaboration.

Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is malpractice and will be penalized.

¹

AI Use and Academic Honesty

In the context of AI tools:

- **Understanding AI's Role:** Students must understand that AI tools can assist in learning and research but should not replace their own efforts and critical thinking.
- **Proper Attribution:** Any ideas, text, or data generated by AI tools must be properly attributed, just like any other source.
- **Authentic Work:** Students must ensure that their work remains their own. Using AI to generate content that is submitted as one's own work without proper acknowledgment is considered academic dishonesty.
- **Ethical Use:** AI should be used to support learning and not to gain unfair advantages. Students should follow the same principles of academic honesty when using AI tools as they would with any other resources.

Any other form of dishonest or unethical conduct, including but not limited to:

Offering one's own work, assignments, test papers, etc. for sale

Interfering with other students, harassment

Making it difficult/ impossible for others to work properly

Spoiling, damaging or destroying someone else's work

Lying

Bringing the school into disrepute

Planning or assisting another person to do any of the above

Also, concealing knowledge that another student has done any of the above

ACKNOWLEDGING SOURCES

How can I make sure that I am not plagiarizing material?

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged
- CD Rom, email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged
- Always use Turnitin in accordance with the school's regulations
- Material cannot be paraphrased without acknowledging the source

Gökkuşığı College prefers the use of the **APA system** when acknowledging sources. The school provides **Turnitin** subscription.

THE RESPONSIBILITY OF EACH STUDENT:

As students, your responsibilities in respect of academic honesty include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours
- You are responsible for fully and correctly acknowledging the work and ideas of others
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material, which require acknowledgement.
- You may be required to submit your work using Turnitin. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work to the IB.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship
- Once a student has 'signed off' the official IB DP coversheet, indicating that an internally assessed piece of work is authentically his/hers, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- You should be aware that teachers have the right to refuse to sign your cover sheet if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IBDP Coordinator. The IB will accept the teacher's decision in this case.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarized.
- Ensure all submitted work is authentically their own.
- Fully and correctly acknowledge the work and ideas of others, including AI-generated content.
- Review their work before submission to identify any material requiring acknowledgment.
- Use AI tools ethically and in accordance with the school's regulations.

THE RESPONSIBILITY OF EACH TEACHER

Teachers are responsible as follows:

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student
- Subject teachers are in the best position to identify work which may not be the authentic work of the student
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal assessments.
- Teachers are strongly encouraged to use Turnitin to check major assignments, and are required to use Turnitin for final versions of the Extended Essay and the TOK essay.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IBDP Coordinator
- Be vigilant for signs of academic dishonesty.
- Educate students about the ethical use of AI and the importance of academic honesty.
- Use tools like Turnitin to check the authenticity of student work.
- If the coordinator or teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggest that one of two possible courses of action may be adopted:
 - The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline
 - If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.
 - An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly

through questioning on knowledge of the material presented.

The school may make further decisions, in line with its own disciplinary policy, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above.

If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

ACADEMIC HONESTY IN ARTS

Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the candidates' own creativity. Thus, there are circumstances where the creative use of the work or ideas of another person are acceptable, but the original source must always be acknowledged. The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

WHAT SUPPORT CAN STUDENTS EXPECT FROM TEACHERS/THE CO-ORDINATOR?

- Through its 'Academic Honesty Policy', the school makes it clear what constitutes academic honesty and an authentic piece of work
- All Grade 11 students will be introduced to the Academic Honesty Policy, by the DP Coordinator, in Advisor Class, in the first Quarter.
- Students will be clearly informed how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice
- Teachers must also actively use correct citing conventions when providing candidates with reference material. Teachers are always willing to provide support and assistance in terms of research, and the correct use of citations.
- Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' prior to the Diploma exams, and this will be discussed fully in Advisor classes.
- The school will introduce students to the Academic Honesty Policy early in their academic program.
- Teachers will provide guidance on proper citation practices and the ethical use of AI tools.
- Students will be informed about the consequences of academic dishonesty and supported in understanding how to avoid it.

MONITORING AND SANCTIONS

Teachers, students and administration are encouraged to reflect on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos, which values personal and academic integrity, should, we believe, result in an environment where the monitoring of academic honesty is consistent, student-led and non-invasive.

Teachers do, however, retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IBDP regulations. To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Internal sanctions are those used by Gökkuşığı College, and generally refer to assignments and classwork (general homework and 'drafts') which do not count towards the award of the final IB Diploma. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually 'final version' (internal assessments, final exams, TOK assessment, CAS folders, the EE...) which count towards the final IB Diploma. However, there is some overlap to be expected between the applications of these sanctions, so they should not be seen as acting in isolation from each other.

Internal Sanctions

Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams, which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

- **1st Offense:** The student is required to re-do the work and reminded of Gökkuşığı College's academic policy. Parents are notified by the teacher and the malpractice is noted in school records. If there is any attempt of cheating in an internal exams which are related non-IB national courses to gain an unfair advantage over other students, and includes attempts to mislead a teacher, student will take a zero and will be reported to the school principal with a letter by the teacher for the national discipline procedures.
- **2nd Offense:** The student is given zero for the work, parents are notified by the Principal, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.
- **3rd Offense:** If a student is found guilty of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal.

External Sanctions

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work, which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, malpractice investigation and sanctions will take place as detailed in the section below.

The school retains three right to apply other sanctions when dealing with malpractice internally including internal exams, tests, and coursework and homework procedures. When the malpractice involves IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, and refusal to allow the student to attend the Graduation Ceremony.

INVESTIGATING MALPRACTICE

Investigations take place when:

- A coordinator informs IBCA that malpractice may have taken place during an examination
- An examiner suspects malpractice and provides evidence to justify his or her suspicion
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion

An investigation of malpractice detected by an examiner outside the school may take the following form:

- The head of examinations administration will inform the coordinator that a candidate is being investigated for suspected malpractice
- The coordinator immediately informs the head of the school that a candidate is being investigated
- The coordinator will provide IBCA with:
 - A statement from the candidate
 - A statement from the subject teacher or extended essay supervisor
 - A statement from the coordinator
 - A summary of the interview with the candidate about the allegation of plagiarism

The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate

• The candidate's parents should be informed, but this decision will be taken by the Director and will depend on the age of the candidate. (The parents of a candidate who is under 18 will always be informed)

- The planning and conduct of the investigation are left to the discretion of the coordinator, but the candidate's personal rights must be protected

- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defense
- With the candidate's permission, a transcript of the interview may be taken and submitted to IBCA. The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.
- The candidate must be given a copy of the Regulations and his/her attention drawn to the articles which concern malpractice
- The candidate must be given sufficient time to prepare a response to the allegation

An investigation of malpractice which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The coordinator should be immediately informed by the invigilator of his/her suspicions
- The coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Director (and Secondary School Principal) should be informed as soon as possible
- The candidate's parents/guardians should be contacted – if the candidate is under 18, and with the candidate's agreement if she/he is over 18
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven malpractice relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this cannot be the case.
- The candidate, his/her parents, the subject teacher and the IB DP Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute.
- If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA, marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile, or result in a positive outcome.

CONSEQUENCES OF MALPRACTICE/SANCTIONS (as outlined by the IB),

- If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established

An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

By maintaining high standards of academic honesty and integrity, Gökkuşığı College ensures a fair and ethical academic environment that prepares students for future academic and professional success.