

# British International School Istanbul

## Academic Honesty Policy<sup>1</sup>

Reviewed May 2018

BISI is committed to academic honesty and will ensure that all students in the IB Diploma, IGCSE and KS3 programmes are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

### Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

**plagiarism:**

taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.

**copying:**

taking work of another student, with or without his or her knowledge and submitting it as one's own.

**exam cheating:**

communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

**duplication:**

submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**falsifying data:**

creating or altering data which have not been collected in an appropriate way.

**collusion:**

helping another student to be academically dishonest.

### Prevention of Academic Dishonesty

BISI, in line with IBO recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Whenever possible, students should be able to submit electronic copies of any work to either the teacher or the relevant Key Stage Coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

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<sup>1</sup> based on the IBO's academic honest policy and Moshi International School academic honesty policy

## **Procedure for Investigating Suspected Cases of Academic Dishonesty**

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the relevant Key Stage Coordinator. Together they will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it cannot be shown that there is work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter. If, on the other hand, it *can* be shown that inappropriate work has been submitted, the Coordinator will make a recommendation to the Deputy Director of Secondary as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IBO's policy and practice, the determining difference between these two possibilities will be one of intent. The Deputy Director of Secondary, in consultation with the Director of Secondary and relevant Coordinator, will decide the outcome of the case.

## **The Consequences of Academic Dishonesty**

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of IB/IGCSE coursework, it will not be accepted. An offending student will be allowed one chance to resubmit another piece of work in its place providing the school's internal deadline for this work has not elapsed. If there is not time for the student to produce new work then no coursework will be submitted - most likely resulting in a failing grade for the course. A second consecutive violation of academic honesty will result in the student being rerouted academically to do a non-coursework option of an IGCSE course if applicable.

*Note also: A second violation – in any subject - will result in the matter being referred to the school's disciplinary committee who will consider the student's removal from the relevant IGCSE/IB curricular programme at BISI, and/or the student being disallowed from being able to take an IGCSE/IB certificate in that subject.* In addition the student may not receive an internal school (report/transcript) grade in that subject. Other disciplinary action may also be considered by the committee. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IBO will not award a Diploma to that student. If a student submits work to the CIE which is later recognised as having been produced dishonestly, CIE will not award an IGCSE certificate for that subject and will consider withholding certificates for all subjects from the same board to that student.

## **The responsibilities of staff, students and parents**

**All BISI secondary school staff, students and parents** should make sure that they are aware of the contents of this document and what academic honesty and dishonesty both mean. They should also make themselves aware of the consequences of academic dishonesty.

**Parents** should speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

**Teachers** should explain what this policy means to students in the specific terms of the work that

they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice of citing, referencing and recording sources.

**Coordinators** should ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the Deputy Director of Secondary should be clear and reasoned.

**The Deputy Director of Secondary, in consultation with the Director of Secondary and relevant coordinator,** will decide each case on its merits, and should communicate his or her decision clearly to all of those concerned with reasons for any findings.

**Students** should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

## Appendix - Referencing Sources

The purpose of referencing is to enable the reader to find the original works where you found your ideas or that you have quoted from. Students should give full references in a separate section at the end of any work handed in, but should also give a clear indication of where they have been used in the main body of the work as well. Some common reference styles are shown below:

1. *How do I make reference to a quotation from a book?*

In your essay you would

write: (Austin 1955, p.26)

and in your bibliography you would reference it as:

Austin J L (1955) *How To Do Things With Words* Oxford, UK: Oxford University Press.

2. *How do I make reference to an article in an edited collection of papers?*

In your essay you would

write: (Gilroy 1997, p.114)

and in your bibliography you would reference it as:

Gilroy D P (1997) 'A post-modernist philosophy of education: and action philosophy for active times' in D N Aspin (ed) *Logical Empiricism and Post-Empiricism in Educational Discourse*

Johannesburg, South Africa: Heinemann pp.107-119.

3. *How do I make reference to a quotation that I have found in another source but I have not read in the original myself?*

In your essay you would write: (Bollington *et al* 1990, p.10)

and in your bibliography you would reference it as:

Bollington, R., Hopkins, D. and West, M. (1990) *An Introduction to Teacher Appraisal: a Professional Development Approach*. London, UK: Cassell (quoted in Stoll, L. and Fink, D. (1996) *Changing Our Schools*. Buckingham, UK: Open University Press).

4. *How do I make reference to a source written in a different language?*

In your essay you would write: (Untersteiner 1949)

and in your bibliography you would reference it as:

Untersteiner M (1949) *Sofisti, Testimonianze e frammenti* Turin, Italy: Turin University Press (*The Sophists*)

5. *How do I reference material that I have taken from the internet?*

In your essay you would write:

(Salmon 2003)

and in your bibliography you would reference it as:

Salmon, S. (2003) *Our ethos*. Toronto, Canada: The Chambrays Rugby Club  
<<http://www.geocities.com/chambrayca/rugbyspirit.htm>> (updated 7th January 2003, accessed 1st July 2003).

6. *How do I present a short quotation in my text?*

You should put the quotation in inverted commas and *clearly* say where they come from:

In addition, one of the two items associated with negative value-added results (Reeves *et al* 2001, p.128) was that change leaders 'described problems in sustaining resources'.

7. *How do I present a long quotation?*

Unlike short quotations (see 6 above) you need to block indent the quotation and you do NOT need to use quotation marks. It should look something like this:

... concerns, can be circumvented by a school's vision being shared. McNay (1995, p.130) defines the vision to be

a common goal which can be embodied in a simple statement that serves to unite everyone by providing the common and shared purpose for their work. blah blah blahblah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah

The key ideas in this definition are those of commonality and uniting ...

**When you have quoted directly from a source it is important that you clearly show the quotation and where it comes from. However, it is also important that you cite ideas and other material in your paper even when you don't quote directly.**

One of the simplest solutions to referencing and citing sources correctly is to use an online service:

<http://www.easybib.com/>

<http://www.citethisforme.com/>

The sites above provide a variety of methods. Whichever you use you should be consistent within a piece of work.

**Declaration**

I confirm that I have read, understand and agree to abide by the British International School, Istanbul Secondary School Academic Honesty Policy.

Student's name: .....

Signature: .....

Date: .....



## Appendix 2 – Private Tutors

BISI does not encourage the use of private tutors.

BISI staff are not permitted to take payment to tutor students enrolled at BISI or their siblings in subjects that are a part of their taught curriculum.

If parents engage a private tutor the following procedure must be followed to ensure academic integrity and reduce the risk of students being disqualified from internal BISI grades or external examination board qualifications:

### Private Tutor - arrangements with the school

1. Upon being hired the private tutor **must** contact the relevant key stage coordinator at the school to give details of the student(s) and subject(s) involved.
2. Key stage coordinators will arrange contact between private tutor and class teacher(s)
3. Key stage coordinator and class teacher will provide curriculum information (syllabus/guide/year plan) to the tutor. Internal tests and exams (past or present) will not be supplied to private tutors or parents.
4. Key stage coordinators will provide guidelines on the BISI Academic honesty policy, IGCSE guidelines on academic honesty or IBO guidelines on academic honesty as well as highlighting sections of the IGCSE syllabi or IB guides relating to the amount of help allowed in coursework tasks. Private tutors should discuss/report any assistance given in these tasks to the class teacher and key stage coordinator.
5. Private tutors must sign and return to the school a ***private tutor code of conduct contract*** supplied by the school to indicate they have read, understood and agree to abide by the rules and regulations of BISI, CIE and the IBO regarding academic honesty and consequences for the student should these rules be broken and agree to abide by these rules.

### Private Tutors – the responsibility of the parents

1. Parents must give the private tutor contact details of the relevant key stage coordinator and insist the tutor contacts the school to receive relevant course information, BISI academic honesty rules, external exam board rules and the BISI ***private tutor code of conduct contract***.
2. Parents must ensure to the best of their ability that private tutors are providing tuition services which aid the knowledge and understanding of the student in the subject and not providing services which contravene academic honesty policies of either the school or the external awarding bodies – such as inappropriate help with homework or coursework – and which could lead to the student achieving attainment grades which do not represent their ability in a subject, facing disciplinary action by the school or receiving a failing grade from the school or external awarding body.

Students, Parents and Private Tutors should be aware that if there is a doubt about the authenticity of IB coursework the school is required to investigate and may inform the IBO if not satisfied that the work is the student's own.

## Private Tutor Code of Conduct Contract

I \_\_\_\_\_ agree to abide by the following code of conduct:

I will contact the relevant key stage coordinator and subject teacher at BISI and familiarise myself with the appropriate syllabus information.

I will conform to the rules and regulations of BISI and any relevant external exam board – especially in regard to academic honesty.

I will not provide inappropriate help to students in homework or coursework assignments

I will contact the school to ask for clarification of anything in these rules and regulations do not understand.