At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

Academic Honesty Policy

A. Mission

At KIS we nurture international-mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

B. Vision

We are a diverse community which aspires to:
- learn enthusiastically;
- inquire creatively and critically;
- follow our passions.

C. Philosophy

Guided by the philosophy of the IB, Kazakhstan International School, places great value 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. The learner profile guides our expectations and practices in relation to academic honesty, but KIS places most value on 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.

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D. **Purpose**

As a community, Kazakhstan International School expects and promotes honesty. As principled learners, KIS students learn to research independently, record accurately and respond honestly and fairly to assignments that are relevant, authentic, and meaningful to them. This policy therefore promotes academic honesty in the school by providing guidelines, defining key areas where problems may arise, and outlining procedures to be taken if expectations of academic honesty are not met.

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 and assessing 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 Kazakhstan International School shows no tolerance
● Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

The academic honesty policy promotes the following attributes of the IB Learner Profile:

● **Communicators:**-Students express their own ideas and information honestly, confidently and creatively
● **Principled:** Students 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.
● **Caring:** Students show empathy, compassion and respect towards the needs and feelings of others by behaving fairly and honestly.
● **Inquirers:** Students acquire the skills necessary to conduct inquiry and research and show independence in learning. They communicate their findings and give credit to sources used.

E. Defining forms of malpractice

I. What is 'Malpractice'?

Malpractice is behaviour that results in, or may result in the student or any other student gaining an unfair advantage in one or more assessment component. Malpractice also includes:

- Making up data for an assignment
- Falsifying a CAS / SA record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes …
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another student
- Copying the work of another student
- Referring to or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

II. Collusion/Collaboration

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 student's own words and cannot therefore be the same as another student'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 penalised.

III. Plagiarism

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence. What is paraphrasing? Paraphrasing is writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used

IV. Duplication of work

The presentation of the same work for different parts of an assessment is considered a duplication of work. (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment)

F. Acknowledge Sources

How can I make sure that I am not plagiarising 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
- Material cannot be paraphrased without acknowledging the source

While Kazakhstan International School recognises that there are various methods of citing sources, KIS has chosen to use the Modern Language Association 8th edition (MLA) see appendix A. Citing and referencing skills are taught at a level appropriate to the age of the students. Such skills are incorporated into the curriculum where relevant.

G. Guidelines for academic honesty

- Assignments should be written in the students' own words, or cited in quotation marks.
- Ideas should be credited to the people and publications they were derived from, in an age-appropriate way.
- Images should be referenced in an age-appropriate way.
- Text and other content should never be copied from the internet or other published sources and presented as the student's own work. This includes text that has been translated online.
- Students must not talk, communicate with one another, or use unfair means in any test or examination situations.
- Students understand the difference between collaboration and collusion, and that it is unacceptable present work at through a process of collusion.

H. **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 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 IBDP or MYP cover sheet, indicating that and 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 plagiarised
- 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 IB DP or MYP 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 plagiarised

I. **The responsibility of the teacher**

Teachers are responsible as follows:
- Teachers should model good practice in academic honesty by citing all sources (in-text and in a bibliography) in presentations, hand-outs, published material, etc.
- Teachers should educate students to undertake research, communicate and act in ways which fully respect good academic practice

- To be vigilant for obvious changes in a student's style of writing, for work which is too mature, too error- free or more characteristic of an experienced writer
- Individual 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.
- 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 IB DP Coordinator
- If the co-ordinator or teacher has reason to suspect that part or the whole of a student'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 student'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. Students 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.

J. **Monitoring at KIS**

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, results 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 KIS regulations.

At KIS, academic honesty is promoted and monitored in the following ways:

I. **Student handbook**

MYP and DP students are provided with student handbooks which outline the school's expectations regarding academic honesty and give clear guidelines to help students avoid plagiarism. These handbooks also provide examples of citing and referencing using MLA. Each grade's homeroom teacher will direct students to the relevant sections in the handbooks for discussion at the beginning of each semester.

II. **Plagiarism software**

Teachers, students and parents are aware that Turnitin is enabled on Managebac. All work submitted on Managebac is tested for plagiarism using Turnitin. Teachers will use the similarity report generated from Turnitin to establish if students' work is original.

III. **Staff training**

Staff workshops will be provided for staff focusing on ways to encourage academic honesty, identifying plagiarism with plagiarism checking software, and avoiding unethical practices in research.

IV. **Student workshops**

At the beginning of each semester students will participate in an Academic Honesty Workshop which will be facilitated by the librarian and MYP / DP teachers for each grade. Students will be taught how to cite, reference, and take notes effectively to avoid plagiarism.

V. **Librarian**

It is the role of the librarian to promote academic honesty. The Librarian will arrange workshops for students to teach them good practice in research and communication. These sessions will be arranged at least twice per semester.

K. <u>Sanctions at KIS</u>

I. **In the Primary Year Programme**

Investigations take place when:
- A teacher suspects malpractice
- The teacher verifies if malpractice has taken place
  - First offence - the child is asked rewrite and the malpractice is noted in the school

records

- Second offence - the parents are notified and they child is asked to rewrite and the malpractice is noted in the school records
- Third offence - the child receives no grade for this assignment and parents are called for a meeting with the teacher concerned, the administration and the student.
- Malpractice will not be tolerated in the PYP. All teachers will strictly enforce this policy and relate the academic honesty policy to parents.

II.   In the Middle Year Programme and Diploma Programme

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the IB Programmes, 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 KIS, 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 application of these sanctions, so they should not be seen as acting in isolation from each other. 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:

- **First Offense:** The student is required to re-do the work and reminded of KIS's academic policy. Parents are notified by the teacher and the malpractice is noted in school records.
- **Second 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.
- **Third 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.

III.   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 misconduct has taken place in work which counts towards the award of the final Diploma. Should such academic misconduct 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. The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework and homework procedures. When the malpractice involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school's High School Diploma. Academic Malpractice which is identified by the IB will result in a failing condition and a Diploma will not be awarded

BIBLIOGRAPHY

Academic Honesty: Guidance for Schools, Switzerland, Published by the International Baccalaureate Organisation,2003, 2011

Academic Honesty in the IB, Switzerland, Published by the International Baccalaureate Organisation,(2012).

Academic Honesty in Diploma Programme Arts (2012), Published by the International Baccalaureate Organisation, Switzerland

Academic Honesty Copenhagen and The Diploma Programmme, Copenhagen, Copenhagen International School, 2013

Unis Academic Honesty Policy, Hanoi, United Nations International School, 2014

APPENDIX A

In-text Citations

Creating in-text citations using the eighth edition

The in-text citation is a brief reference within your text that indicates the source you consulted. It should properly attribute any ideas, paraphrases, or direct quotations to your source, and should direct readers to the entry in the list of works cited. For the most part, an in-text citation is the **author's name and page number (or just the page number, if the author is named in the sentence) in parentheses**:

Imperialism is "the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory" (**Said 9**).

or

According to **Edward W. Said**, imperialism is defined by "the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory" (**9**).

Work Cited
Said, Edward W. *Culture and Imperialism.* Knopf, 1994.

When creating in-text citations for media that has a runtime, such as a movie or podcast, include the range of hours, minutes and seconds you plan to reference, like so (00:02:15-00:02:35).

Again, your goal is to attribute your source and provide your reader with a reference without interrupting your text. Your readers should be able to follow the flow of your argument without becoming distracted by extra information.

<center>**Works Cited Page**</center>

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text.

Basic rules

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-250. Note that MLA style uses a hyphen in a span of pages.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

Additional basic rules new to MLA 2016

New to MLA 2016:

- For online sources, you should include a location to show readers where you found the source. Many scholarly databases use a DOI (digital object identifier). Use a DOI in your citation if you can; otherwise use a URL. Delete "http://" from URLs. The DOI or URL is usually the last element in a citation and should be followed by a period.
- All works cited entries end with a period.

Capitalization and punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind, The Art of War, There Is Nothing Left to Lose*.
- Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

Listing author names

Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth
Levy, David M.
Wallace, David Foster

Do not list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr." Here the suffix following the first or middle name and a comma.

More than one work by an author

If you have cited more than one work by a particular author, order the entries alphabetically by title, and use three hyphens in place of the author's name for every entry after the first:

Burke, Kenneth. *A Grammar of Motives*. [...]

---. *A Rhetoric of Motives*. [...]

When an author or collection editor appears both as the sole author of a text and as the first author of a group, list solo-author entries first:

Heller, Steven, ed. *The Education of an E-Designer*.

Heller, Steven, and Karen Pomeroy. *Design Literacy: Understanding Graphic Design.*

Work with no known author

Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

Baudrillard, Jean. *Simulacra and Simulations*. [...]

Boring Postcards USA. [...]

Burke, Kenneth. *A Rhetoric of Motives*. [...]

Bibliography Format and Examples
Based on MLA (Modern Language Association 8th edition)
Adapted / updated 4/2016

Books

Format:
Author. Title. Place of Publication: Publisher (first name only), Copyright date.

Examples:
Yolen, Jane. <u>The Encounter</u>. San Diego : Harcourt, 1996.
Fradin, Dennis. Explorers. Chicago : Children's, 1984.
**** Anonymous Work (no author): Same as single author books except without an author's name.

Encyclopedia

Format:
Author of the article. "The title of the article," <u>Complete title of the encyclopedia</u>. Copyright Date (edition).
Examples:
Gibson, Charles. "Cortes, Hernado", <u>The World Book Encyclopedia</u>. 2003 ed.
"Columbus, Christopher", <u>The New Book of Knowledge</u>. 1999 ed.

Magazine/Periodical

Format:
Author of the article. "Title of the article". <u>Name of the magazine.</u> Date of the magazine : pages(s) used.

Examples:
Wexo, John Bonnett. "Seals and Sea Lions". <u>Zoobooks.</u> October 2006 : 7-10.
Kowalski, Kathiann M. "Combating Climate Change". <u>Odyssey</u>. February 2008 : 6-9.

Website

Format:
Author of the article (if one). "Title of the article". <Web address> Date found.
Examples:
"Constellation". < http://www.geocities.com/CapeCanaveral/Launchpad/1364/Constellations/html/> 10 February 2008.
Miller, Chris. "Black Holes and Neutron Stars". < http://www.clipse.net/cmmiller/BH/blkmain.html > 12 February 2008.

Online Database

Format:
Author of the article (if one). "Title of the article". <u>Title of the Reference source</u>. Date retrieved. < URL of the database>
Examples:
Sharpe, Mitchell R. "Explorer". <u>Grolier Multimedia Encyclopedia</u>. Grolier Online. < http://go.grolier.com>.
"Buchanan, James". <u>Current Biography</u> (2005). 3 March 2008. < http://powerlibrary.net>.
"White-tailed Deer". <u>Encyclopedia of Animals</u>.25 February 2008. EBSCO Animals. < http://powerlibrary.net>.

Revised 19th February 2019