



Bali Island School
for a World-Class Education

Academic Honesty Policy



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Relevant Ib Standards And Practices

Standard B1: Leadership and structure

5. The school develops and implements policies and procedures that support the programme(s).
MYP and DP requirements

d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Standard C3: Teaching and learning

4. Teaching and learning promotes the understanding and practice of academic honesty (IBO, 2016).

Purpose of This Policy

“Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection” (Academic Honesty in the IB Educational Context, 2014). This policy aims to promote the principle of academic honesty for the entire school community and for this to become a natural part of academic study, remaining with the BIS student throughout his or her education and beyond. This policy links directly to the BIS Mission Statement which states that BIS is “engaging and empowering globally minded, confident learners to reach their utmost potential in an active, creative and respectful learning community” (BIS Mission Statement, 2020). The behaviours and attitudes associated with the IB Learner Profile attribute of being principled is at the heart of this policy.

IB Academic Misconduct Definitions

- **Academic Misconduct** - is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.
- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Guidance on the distinction between **legitimate collaboration** and **unacceptable collusion**.
 - **Unacceptable Collusion** is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another. Assisting anyone in copying someone else’s work is also termed as collusion. This also includes work produced by someone else in the students’ life (tutor, parent etc), where the work is presented as the students own.
 - **Legitimate collaboration** is working with other students to share ideas and synthesize existing and new knowledge to improve educational outcomes. In this case each student provides his/her own contribution and if any content has been taken from another source then the source is fully acknowledged.
- **Misconduct during a test examination** include: taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another person during the examination for the purpose of gaining an advantage.
- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements (Academic honesty in the Diploma Programme, 2014).

Student Responsibilities

Approaches to Learning [ATL] skills are developed to support academic honesty, specifically in developing competencies in self-management, research and communication (Academic Honesty in the IB Educational Context, 2014, p. 12). As students move to the higher grades they are required to investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations. Even when students know right from wrong they may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All BIS students through explicit instruction, should understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted by the school.

Good Practice—recommendations for students

- Ensure that all sources consulted are acknowledged in the work using MLA referencing style.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the Works Cited page.
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are.
- Cite sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it (IBO, 2014).

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. The IB expects students to know what is and is not acceptable behaviour in the examination room, and expects students to know how to indicate and cite material originally developed by others. For these reasons, a student's intent cannot be taken into account when investigating an alleged breach of the General regulations: Diploma Programme (IBO, 2014).

- Garza (2014) gave the following reasons for citing:
 - To show respect for the work of others.
 - To give the reader the opportunity to follow up references.
 - To help a reader to distinguish between the work of the creator and the work of others.
 - To give the reader the opportunity to check the validity of creator's interpretation.
 - To receive proper credit for the research process.
 - To establish credibility and authority of own knowledge and ideas.
- Garza (2014) stated that, Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:
 - Visual
 - Interviews
 - Graphic
 - Maps
 - Audio
 - Broadcasts
 - Lectures
- Garza (2014) clarified when citation should be used; Citation is expected in the body of the creator's work where the external source has been used. The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others. Note that just having the reference URL (website) ONLY in the Works Cited page is not enough.

School Responsibilities

The school is committed to treating every student in a consistent and fair way and consequences for academic misconduct will be consistently applied. The school is required to provide the necessary support to teachers and students to ensure that all stakeholders have a clear and consistent understanding of what constitutes academic misconduct and how to avoid it. Professional development must be periodically provided to ensure the expectations are consistent across the school and that teachers are equipped to competently teach appropriate research and referencing techniques to students. The Head Librarian will offer both within and outside of class support to teachers and students to ensure they are skilled in citing sources of their information and/or ideas as appropriate. The Head Librarian will communicate with parents on a range of topics relating to academic honesty including the sharing of resources to support principled research behaviour (see Appendix 1, 2 and 3).

BIS will:

- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty
- Create with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material
- Ensure candidates and invigilators are provided with relevant information about examination regulations.

Teacher Responsibilities

Every teacher has the responsibility to ensure that both themselves and the students in their classes are teaching and learning in an academically honest way. "In order to promote academic honesty, teachers need to agree on their expectations and teaching strategies within and across subject groups. They must be supported by other school staff, such as librarians" (Academic Honesty in the IB Educational Context, 2014, p. 12). BIS faculty will:

- Have a clear understanding of what constitutes academic misconduct and follow the BIS Academic Honesty Policy at all times
- Provide clear instructions and requirements for each task, providing students with the tools and skills required to conduct suitable research, suitably recognising the ideas and work of others
- Discuss the benefits of submitting assignments that are correctly referenced
- Devote time to teach and practice these skills
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Ensure students are following school requirements in relation to MLA referencing. Students should be encouraged to submit a draft and, with the assistance of the teacher, identify areas where they have not cited correctly before submitting their final copy
- Use plagiarism detection tools when assessing student work.
- Design assignments that do not lend themselves to academic misconduct.
 - Use tasks where students have to resort to original scenarios or recent events
 - Create tasks that include stages where students are requested to document their research
 - Include methods to ensure that students provide evidence of the research process.

Parent Responsibilities

Parents have the responsibility to support their children to act in a principled way to avoid academic misconduct. Parents should read and understand this policy and, in particular, the potential consequences of academic misconduct in the MYP and DP.

Parents of BIS students, can support their son or daughter by:

- Understanding the BIS Academic Honesty Policy.
- Encouraging students to plan each assignment.
- Providing support with the scheduling of their work, as students may have many assignments to complete at various stages.
- Let them do his or her own work, but assist them plan their work.
- Establishing a good level of communication with the school so that they understand the requirements of the programmes and what is expected of students.
- Encouraging them to ask a teacher or the Head Librarian for advice.

Student Rights in Relation to Academic Misconduct

Students will be presumed innocent until proven guilty of academic misconduct. Any consequences will be distributed as a result of evidence being obtained and analysed. Students will have opportunities to learn from their mistakes and correct their conduct as outlined below. If the student is found to have acted in a dishonest way.

Consequences of Academic Misconduct

Offences accumulate regardless of the type of academic misconduct. E.g. If a student plagiarises as a first offence and is guilty of collusion for a second offence, then the consequences for a second offence will apply. The Head of School may use discretion to modify consequences for individuals at any stage.

Table 1 - Consequences for Academic Misconduct

Offence Number	Actions and Consequences
1	<ul style="list-style-type: none">• Teacher complete a Student Referral Form detailing the nature of the incident• Teacher meet with the student highlighting the problematic areas and how to fix them• Student addresses the areas of concern and resubmits the task for feedback only• An achievement level of 'Not Assessed' (N/A) is awarded for all aspects of this task. A comment should be entered into ManageBac explaining this when entering N/A• Parents should receive an email from the teacher explaining the detail and consequences of the incident• The Head of School is informed.
2	<ul style="list-style-type: none">• all of the above• The student, parent/s, teacher and Coordinators & The Head of School meet to discuss
3	<ul style="list-style-type: none">• all of the above• A suspension from school will be enforced with the length to be determined by management.• The IB will be informed if the academic misconduct impacts on any IB regulations or procedures.• The student, parent/s, teacher and Coordinator & The Head of School should meet to

	discuss
4	<ul style="list-style-type: none">• Any further offence will place the enrolment of the student at BIS in jeopardy• The Secondary Principal and Head of School will decide on further education, suspension and or expulsion

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APPENDICES

Appendix 1: Frequently asked questions

What happens if I submit the same work for two different subjects or core components of the programme?

This is academic misconduct in the form of duplication of work. Consequences outlined in Table 1 would apply.

What is quoting (direct and paraphrasing)?

Taking the exact words from an original source is called direct quoting. You should direct quote material when you believe that the way the original author expresses a unique idea that is the most effective means of communicating the point you want to make or the quote is so specific and detailed that it is best left in its original form. Additionally, you should direct quote if the information learned is not common knowledge and was only learned from that specific source. When direct quoting, be sure to quotation marks around the exact quote (“”).

For every in-text citation in your paper, there must be a corresponding entry in your Works Cited page. If you want to borrow an important idea from an author, but do not need his or her exact words, you should paraphrase or summarize (putting the original author's ideas and information into your own words while retaining the original author's overall message). Cite the source by adding an in-text citation at the end of the paraphrased portion. Include a full in-text citation with the author name and page number (if there is one). If the source of the paraphrase is a website/online article with no page numbers, use either the author's last name or the title of the work (whichever item appears first in the Work Cited entry that corresponds to the citation e.g. author name, article name, website name, film name). You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function. Unless you must list the Web site name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *TheJakartaPost.com* or *EIN News* as opposed to writing out <http://www.thejakartapost.com> or <http://www.einnews.com> (Purdue Writing Lab).

When should I cite the sources where I have obtained my information?

You must cite all original sources used in writing, supporting or creating your research project that is not considered common knowledge or listed below in the “no need” section. You should cite sources that you are using to establish credibility and to produce an effective argument.

<i>Citations are needed when:</i>	<i>There is no need to cite when:</i>
<ul style="list-style-type: none">• you are using or referring to someone else's words or unique ideas from any format/source about information you were not aware of beforehand• you copy the exact words or a unique phrase (short or long direct quotation). This includes paraphrasing or summarizing someone else's work into your own words (the original author's idea/information remains the same).	<ul style="list-style-type: none">• writing about your own experiences, observations, insights, thoughts, and your own conclusions about a subject• you compile generally accepted facts/common knowledge information (E.g. The Earth orbits and rotates around the Sun, the human heart and brain are essential for life, there are 7 continents).• your own results obtained through lab or field experiments

<ul style="list-style-type: none"> • you gain information through interviewing or conversing with another person • you reprint any diagrams, illustrations, charts, pictures, data, infographics or other visual materials that is included or alluded to in your synthesized product • you reuse or repost any digital media, including images, audio, or video. 	<ul style="list-style-type: none"> • you do not need to give sources for familiar proverbs, well-known quotations, infamous folk tales/stories or common knowledge. • you use your own artwork, digital photographs, video, audio, etc.
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When should I quote?

You should quote when you want to provide indisputable evidence of a claim. This avoids ambiguity or misinterpretation (Jerman). Additionally, you should quote an original source when said source explains an idea in the best way possible or in a way that cannot be reworded. The same goes for when an original passage is particularly “beautiful” or well-written.

A direct quote is also appropriate when that quote will be used for analysis or further deconstruction, as a starting reference point for an argument (Jerman). A quote can also be used to emphasize a point you are making. More instances of appropriate direct quote use include providing a definition or expert’s opinion/perspective. Use a direct quote to ensure an accurate meaning is portrayed.

When should I paraphrase?

Paraphrasing can be advantageous when a simplification of a complex topic is needed. The use of different words to make an idea more understandable is a good use of paraphrasing strategies. Paraphrasing is also necessary to establish credibility or rapport with the audience of your work. Using too many direct quotes can indicate the writer does not have a full grasp of the topic. Paraphrasing shows understanding and relatability.

Paraphrasing can also eliminate information in direct quotes that are not fully applicable to your topic. You can pick and choose to discard information that is not related to the topic being written about while still giving necessary credit to the author. This makes a better product and doesn’t bore the audience with unnecessary obtuse additions.

Communicate relevant statistics and numerical data using paraphrasing, not direct quotes (Jerman).

What is the difference between primary, secondary and tertiary sources?

Primary sources are documents, images or artifacts that provide firsthand testimony or direct evidence concerning a topic, usually historical. Primary sources are original documents (or copies of such). Primary sources enable researchers to get as close as possible to what actually happened during an historical event or time period (“What Are Primary Sources?”). Some examples of primary sources include letters, paintings, photographs, journals, newspapers/magazines/books (published during that time period), government records, diaries, statistics, speeches, etc.

Secondary sources are works that analyze, review, explain or interpret an historical event, time period or idea. They usually are analyzing or reviewing primary sources. Secondary sources are sources most people think of when they think of research; a book about a certain topic, a scholarly journal article, a analysis of a particular event. Secondary sources often offer a review or a critique. Secondary sources can include books, journal and magazine articles, reviews, research reports, etc. Usually, secondary sources are written after the events that are being researched. Some examples include a nonfiction book about the history of Bali, a textbook about the Russian Revolution, a review of a famous tennis match, a short research report about Darwin’s scientific research, or an analysis of a famous/important court legal decision.

A tertiary source provides an overview or summary of a topic, and may contain both primary and secondary sources. The information is displayed as straight facts only, and does not include analysis, criticism, commentary or exploration. Tertiary sources are sources that identify and locate primary and secondary source. Think of it as a list or compilation of other information sources. Some examples include a bibliography, almanacs, historical records, encyclopedias, Wikipedia.

Appendix 2: Examples of how to cite using MLA Referencing Style

How to cite a BOOK (print)

Format: Author last name, first name. *Title of book*. Publisher, year.

Example: Bryson, Bill. *In a Sunburned Country*. Broadway Books, 2001.

How to cite a MAGAZINE

Format: Author last name, first name. "Title of magazine article." *Title of magazine*, First name Last name of any other contributors (if applicable), Version (if applicable), Numbers (such as a volume and issue number), Publication date, Page numbers or URL.

Example: Finkel, Michael. "Want to Fall Asleep? Read This Story." *National Geographic*, Aug. 2018, pp. 40–77.

How to cite a NEWSPAPER

Format: Author last name, first name. "Title of the article." *Title of the newspaper*, first name last name of any other contributors, Version, Numbers, Date of publication, Location.

Example: Aisyah, Rachmadea. "Indonesia Urged to Tighten Regional Ties." *Jakarta Post*, 24 July 2018, pp. 1–1.

How to cite a WEBSITE

Format: Author last name, first name. "Title of the Article or Individual Page." *Title of the website*, Name of the publisher, Date of publication, URL.

Example: Kolhatkar, Sonali. "Central Banks Have Gone Rogue, Putting Us All at Risk." *Truthdig*, Truthdig, LLC, 13 Sept. 2018, www.truthdig.com/articles/central-banks-have-gone-rogue-putting-us-all-at-risk/.

How to cite a JOURNAL

Format: Author's Last name, First name. "Title of the article." *Title of the journal*, First name Last name of any other contributors (if applicable), Version (if applicable), Numbers (such as a volume and issue number), Publication date, Page numbers. *Title of the database*, URL or DOI.

Example: Laksmana, Evan A. "The Domestic Politics of Indonesia's Approach to the Tribunal Ruling and the South China Sea." *Contemporary Southeast Asia*, vol. 38, no. 3, 2016, pp. 382+. *Questia School*, www.questiaschool.com/read/1G1-477085950/the-domestic-politics-of-indonesia-s-approach-to-the. Accessed 2018.

*in all of the above examples, if an author's name is not available, skip it. If the author is a company or organization, use that name which is provided. When an author is not provided for a website citation, omit the author information from the citation. Start the citation with the title.

Example: "What Happens to the Plastic We Throw Out." *National Geographic*, 24 May 2018, www.nationalgeographic.com/magazine/2018/06/the-journey-of-plastic-around-the-globe/?beta=true

When an author is not provided for a database article, also omit the author information from the citation and start with the title.

Format: "Title of the source." *Title of the first container*, first name last name of any contributors, Version, Numbers, Publisher, Publication date, Location. *Name of Database*, URL or DOI

*On the publisher; only include the name of the publisher when it differs from the name of the website.

How to cite VARIOUS OTHER FORMATS/MEDIA/SOURCES - [MLA 8 Style Guide](#)

Appendix 3: In-text/In-paragraph/Parenthetical citation with MLA Style

In-text/In-paragraph/Parenthetical citations are placed in parentheses, and have two components:

- The first word found in the full citation on the Works Cited page (usually the last name of the author)
- The location of the direct quote or paraphrase (usually a page number)

However, with the increase in research and citations from native digital/online sources (specifically websites and non-scholarly articles), the formatting for online sources is important. These sources usually do not have page numbers. Thus, when an electronic source does not provide page numbers, cite the author name only.

Example: The peak of hurricane season coincides with a more favorable environment for the creation and intensification for storms of high-category strength (Kauffman).

When no author is given, use the first word found in the Works Cited page that will be included in the back or appendix of your paper. So, if the first word in the MLA citation is the first word in the name/title of the article, use that. If it is the first word of the name of an encyclopedia, use that. If it is the first word in the name of the website, use that and so on. So if the citation is this....

“Neolithic Age.” *New World Encyclopedia*, New World Encyclopedia, 10 Sept. 2015,
www.newworldencyclopedia.org/entry/Neolithic_Age.

Then the in-paragraph citation would be....

One potential benefit of the increasing sophistication and development of farming technology was an ability to produce a surplus crop yield (“Neolithic Age”).

Additionally, instead of listing all of the required citation information within parentheses in a sentence, you can also use the author’s name (or title of the article/name of the publisher if that is the information available) in the actual sentence, and then list a page number only in the parenthesis, like this (Vestal is the author and 6 is the page number)....

According to Vestal, Ethiopian Emperor Haile Selassie was a well-known celebrity in the United States, stemming from his coronation at Ethiopia’s King of Kings ceremony in 1930, and continuing through the velvet revolution that overthrew him in 1974 (6).

Additional In-text/In-paragraph/Parenthetical citation situations

Citing two authors:

For a source with two authors, list the authors’ last names in the text or in the parenthetical citation. As previously, if there is no page number, just list the author’s names.

Example: From the emergence of the humble single cell organism that served as the last universal common ancestor of all life on Earth 3.5 to 3.8 billion years ago, to today, new species have always arisen, such as during the Cambrian explosion (Halestine and Green, 13).

You can also put the author’s names in the sentence and leave the page number by itself.

Example: Halestine and Green summarize evolution’s path through the emergence of the humble single cell : organism that served as the last universal common ancestor of all life on Earth 3.5 to 3.8 billion years ago through to today, where new species have always arisen, such as during the Cambrian explosion (13).

Citing multiple sources at the same time:

This technique can be used when referring to a large amount past research about a particular topic or if the sources have similar information that you want to cite. Separate each source with a semicolon.

Example: Researchers found taking low doses of aspirin each day had potentially serious side effects (Willis 45, Scott 19).

Example: Researchers found taking low doses of aspirin each day had potentially serious side effects (Willis 45, "Daily aspirin").

For 3 or more authors, simply list one of the author's name and then add "et al."

Example: The diagonal earlobe crease (DELC) is one of the most visible signs of a diseased heart (Patel et al. 98). [More information about multiple authors](#)

Below are links to other MLA citations, albeit ones that are used less often.

- [MLA citation guidelines for citing digital images](#)
- [MLA formatting guide \(headings, spacings, margins, font size, etc\)](#)
- [MLA citations for "new media; \(social media, blogs, graphic novel, etc\)](#)

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