

ISA Science City Academic Integrity Policy

At ISA Science City, we believe that the concept of academic integrity is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment as embodied in the IB Learner Profile attributes, specifically the attribute of being principled. Academic integrity goes beyond academic honesty, whereby the aim is to establish and maintain an “ethical culture” which is fostered, embraced and upheld by the entire school community, so students continue their future life in strict adherence to this principle. To support a culture of academic integrity, we believe that a program of learning which encourages a discipline of integrity across more than simply academics, along with a focus on the prevention of academic dishonesty through good practice, is preferable to one that merely punishes academic dishonesty.

Academic integrity is embedded in the IBO Programme Standards and Practices (2022) specifically Standard: Culture through policy implementation (0301) and Practice 0301-03 *The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.*¹

We expect that all members of the school community, students, parents, teachers and the Board will uphold this policy in all academic matters. Academic dishonesty will not be tolerated at ISA Science City. The key educational reasons to take such a strong line on academic integrity is to maintain fairness, honesty, trust and credibility, responsibility for our own actions, and develop respect for others.

Key Terms:

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

¹ IB Academic Integrity Policy, 2023

Unprecedented or extraordinary incidents

Student academic misconduct or incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

"Balance of probability" means that the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct where evidence beyond reasonable doubt is not available.²

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Procedure/Implementation

Academic integrity may include but is not limited to:

- The use of good practice for documenting the sources used. For instance, the school requires that students use the format provided by the Modern Language Association (MLA 9), which may be found by referring to Appendix A.
- Understanding the concept of intellectual property and authentic authorship.
- The use of footnotes or endnotes to identify ideas used in assessment that were a result of a discussion or other observation i.e.: ideas used that are not from a printed or electronic source.

The school supports the development of academic integrity good practice through:

- Provision of opportunities for students that genuinely allow them to produce their own work rather than copying and claiming the works of others.
- Provision of appropriate assessment structures that allow students to demonstrate their progress and show that the work being completed is authentic.
- Provision of sound advice on the honest and accurate acknowledgement of sources even where there is uncertainty.
- Provision for students to reflect on their work and the relevance of academic integrity within the framework of the IB philosophy and the Learner Profile.

² IB Programme Standards and Practices, 2022



- The school librarians will provide both access to resources in print and online as well as classroom sessions to support students and teachers in developing referencing and notetaking skills alongside identifying both intentional and unintentional malpractice.
- In addition, through targeted projects within the curriculum students will be supported in developing sound referencing and notetaking skills, which will then be applied in other areas of the curriculum. In addition, through targeted projects within the curriculum students will be supported in developing sound referencing and notetaking skills, which will then be applied across the approaches to learning curriculum. In addition, through targeted projects within the curriculum students will be supported in developing sound referencing and notetaking skills, which will then be applied across the approaches to learning curriculum that includes digital literacy.
- The school encourages the use of online plagiarism checking software and supports the integration of these services within our online learning spaces on the understanding that they are an aid to, not an alternative to good research practice.

Expectations and Responsibilities of the school community

Maintaining academic integrity is a shared responsibility. All members of the ISASC community, including students, teachers, librarians, learning support staff, leadership, governance, administration, parents and legal guardians, must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”.³ Students must understand, learn, and practice the principles of academic integrity to avoid any form of academic misconduct. Academic integrity is part of the teaching and learning process, and its significance is reflected in the principled actions of the entire school community.

Details and advice on school leadership responsibilities

The school leadership team is responsible for establishing the ethos and culture of academic integrity at ISA Science City. Maintaining an environment where academic integrity is consistently understood by all stakeholders and inspiring all members of the community to uphold the principles of honesty, trust, fairness, respect and equal responsibility. Process and procedures are in place to support teachers, students, and parents understanding of what constitutes good academic practice and ethical behaviour, the potential types of academic malpractice, investigation procedures, and the sanctions or actions that will be taken should an infringement be identified. It is the responsibility of school leadership to ensure that all stakeholders understand and accept these expectations. Academic integrity allows for consistency and quality assurance that meet the expectations of the IBO and tertiary institutions.

³ IB Learner Profile, 2017

Details and advice on Teaching and Learning Leadership responsibilities

It is the responsibility of the Teaching and Learning Leadership Team that all rules and regulations related to academic integrity are adhered to, are consistently and fairly implemented, and respond to any situations or questions that may arise from all stakeholders. The Teaching and Learning Leadership Team is responsible for ensuring that class assessment schedules are appropriate, allowing students to realistically meet the demands of their learning. The Teaching and Learning Leadership Team in collaboration with teachers are expected to design and develop classroom activities and educational strategies to support the inclusion of all students, who must receive the time and opportunity to learn the skills necessary for overcoming challenges and avoiding academic malpractice. They must ensure that the teachers receive the training needed to foster a culture of academic integrity and ensure clear and open communication with the students and their parents or legal guardians on the regulations and support mechanisms in place to maintain this. The Teaching and Learning Leadership team is responsible for ensuring the implementation of this policy on all levels.

The teacher/librarian is responsible for supporting teachers and students in acquiring knowledge about what constitutes academic integrity and how to actively apply it in the classroom and on assignments.

Details and advice on teacher responsibilities

Teachers and non-teaching staff are responsible for ensuring that the principles of academic integrity are effectively modelled and taught to students and that all rules and regulations related to academic integrity are adhered to. By creating and maintaining a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice.

Ensuring preventative measures are in place that allow students to actively avoid academic malpractice. This may include, but is not limited to:

- Explicitly teaching academic integrity practices such as the use and application of referencing protocols, sourcing and using a wide range of sources appropriately, and using Artificial Intelligence (AI) in an ethical and appropriate way that fits the learning and assessment requirements.
- Explaining and implementing drafting procedures including the use of plagiarism software already embedded into Managebac.
- Teaching of paraphrasing and the appropriate use of quotations, images and other visuals in their work.
- Providing guidance on the distinction between legitimate collaboration and unacceptable collaboration.
- Providing assessment conditions that meet the requirements of the school's Inclusion policy.

- Documenting any suspected academic misconduct via the Grade Level Leader and saving it in ManageBac as a behaviour note.

Teachers should consider classroom strategies that focus on prevention and mitigation of academic misconduct incidents while also ensuring a shared understanding of expectations across all subject areas.

When an incident arises of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to the relevant member of staff or school leadership.

Details and advice on student responsibilities

Academic integrity is one of the most important attributes to being principled and all students are expected to act honestly, responsibly, and ethically. It is important that all students understand the principles of academic integrity and understand the importance of submitting their own authentic and genuine work. Students are responsible for responding to taught instructions thereby developing skills allowing them to distinguish between right and wrong and thus acting appropriately. Students should know how to respond appropriately to promote academic integrity; for example, they should know who to refer to if they have doubts about academic integrity. Students must learn and apply collaborative skills that ensure all group members are balanced in their approach and participation (Academic Integrity, 2019).⁴ Students who act in ways that are against the principles of academic integrity not only miss the opportunity to identify their own strengths and weaknesses but also disadvantage themselves from a fair and honest assessment of their achievements.

Students are therefore responsible for:

- The completion of all assessment tasks in an honest manner and to the best of their abilities.
- Giving credit to all sourced information in all work submitted for assessment.
- Rejecting assistance in the completion or editing of work (such as from friends, relatives, other students, tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites, or AI outside of the scope of the school's AI policy).
- Refraining from giving undue assistance to peers in the completion of their work.
- Showing responsible use of artificial intelligence, the internet, and associated social media platforms.
- Students are required to comply with the requirements for verification of their own work, and all reasonable requests by their subject teacher to authenticate their work.
- Reporting to teachers or relevant coordinator any suspected issues of malpractice.

Primary Years students are expected to gradually develop an understanding of academic integrity. In grades 1 and 2, students are expected to learn how to recognize the titles and authors of written works. By grade 3, they should become familiar with the concept of authorship and understand the importance

⁴ Academic Integrity, 2023

of not copying and pasting from sources without proper acknowledgment, consistently practicing these habits. As they move into grades 4 and 5, students should take on greater responsibility by learning how to credit the authorship of photos, websites and videos. They should also become comfortable using citation tools available on school platforms such as Encyclopaedia Britannica, further strengthening their understanding and practice of academic integrity. During PYPX students should be giving credit to all intellectual property used.

As students embark on more extensive research in the Middle and Senior years, crediting sources, referencing and ethical research are important foci. Ethical research encompasses issues of honesty, physical, emotional, and psychological safety, consent, confidentiality, verification of authorship, acknowledgement of sources, and accuracy and reliability of data and sources. In addition, students who consider conducting research activities involving animals must satisfy IB Ethical guidelines across subjects (see Appendix C).

Details and advice on parent responsibilities

Parents and legal guardians are crucial in developing a strong culture of academic integrity. Through open and honest conversation with teachers and students; parents and legal guardians must be committed to understanding, respecting, and upholding the principles of academic integrity outlined in this policy document. If parents or legal guardians have questions or doubts as to what is expected, they should approach the school for clarification.

Parents and legal guardians must:

- Support their child in upholding the values of academic integrity.
- Support the school's internal procedures that safeguard the authenticity of student work.
- Submit only genuine requests for inclusive access arrangements or special considerations.
- Refrain from giving or obtaining undue assistance of a tutor or parent in the completion of their child's work.
- Report any potential cases of malpractice directly to the teacher or relevant coordinator.

Student academic misconduct may include but is not limited to:

The definitions below reflect the most common types of academic dishonesty. However, there may be instances in which academic dishonesty is observed by administrators, and teachers that are not listed below.

- **Cheating on Tests** – Any intentional giving of or use of external assistance relating to an examination, test, or quiz, without express permission of the teacher. This includes looking on another student's examination, test, quiz, or paper, sharing answers, or copying another student's paper.
- **Fabrication** – Any intentional falsification or invention of data citation, or other authority in an academic exercise.

- **Unauthorized Collaboration/Collusion** – While collaboration is often encouraged, unauthorized collaboration is not permitted. In this instance, collusion means students working together on a task that is meant to be independent/done without influence and support of others. This also includes using outside professional assistance to edit or supply direct material, written or otherwise, for the completion of an assessment.
- **Plagiarism** – Any intentional representation of another’s ideas, words, or work as one’s own. Plagiarism includes the inappropriate or misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism. Plagiarism may also include copying and pasting from translation services. copying of art such as paintings and music and copying computer programming codes.⁵
- **Double-dipping** – Students must ensure that they are not using material submitted for any other assessment or assessment component without referencing the work appropriately and gaining approval from their class teacher.
- **Alteration of Materials** – Any intentional and unauthorized alteration of student, teacher, library materials.
- **Forgery** – Any unauthorized signing of another person’s name to school related documents.
- **Theft** – Any materials taken from another person.
- **Use of uncited AI**- Any intentional representation of presenting work created or amended using AI technology.
- **Inappropriate use of AI**: any use of AI technology that is not permitted by the teacher for any task, assignment, assessment, etc. As well as use of AI beyond the ethical boundaries defined in the ISASC AI Policy.
- **Transfer of Unauthorized Materials** – Any giving or selling of unauthorized materials.

According to the guidance of the IB, ISA Science City administration and teachers reserve the right to make a judgement on academic dishonesty based on evidence or on the ***balance of probabilities*** approach. “Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.”⁶

The use of Artificial Intelligence (AI) and emerging technologies

For specific information related to AI use please directly refer to the ISASC AI policy.

⁵ IB Academic Integrity Policy, 2023

⁶ Ibid

Although the school maintains that position that most students inherently submit their own work, new and emerging technologies such as artificial intelligence (AI) software, ChatGPT, DeepSeek, or Poe make the issue of plagiarism detection and academic misconduct increasingly difficult. ISA Science City, in line with IB expectations, will not ban the use of AI software for students and teachers. The simplest reason is that it is an ineffective way to deal with innovation. However, the use of AI tools should be in line with the IB's and ISASC's academic integrity policy.

As per the IB Academic Integrity policy, where student's work is suspected to have been generated by AI or new technologies thereby circumventing the progressive construction process, the *balance of probabilities* approach will be used to determine whether the submission will be accepted or whether a penalty will be incurred due to suspected academic misconduct.⁷

In suspected cases of academic misconduct through the use of AI or emerging technologies, the student will be asked to prove their process of construction, their overall understanding of the task and the content of their submission. If a student is unable to prove the authenticity of their submission, the appropriate Subject Lead and/or Programme Coordinator will assume the responsibility to apply the *balance of probabilities* approach in making the decision about whether to accept the submitted work and/or the tier of malpractice.

Consequences for Academic Dishonesty

At ISA Science City, we are committed to upholding academic integrity. Any reported violation of this policy will be thoroughly investigated, and appropriate disciplinary actions will be taken according to the Student Code of Conduct.

Consequences for academic dishonesty may include:

- **Zero on the assessment:** Assignments or tests may not be counted; only verified sections written by the student will be considered.
- **Referral to administration:** Notification of the Programme Coordinator or Head of School, with parents or guardians informed.
- **Academic probation:** Placement on probation with a contract for the remainder of the course.
- **Internal or external suspension from school,** which may or may not be combined with academic probation.

⁷ IB Academic Integrity Policy 2023

All instances of academic dishonesty will be documented in the student's permanent record and may be reported to future universities through the transcript. The International Baccalaureate (IB) may also be notified, leading to an investigation as per their Academic Integrity Policy.

Consequences are determined based on the severity of the violation, and all cases will be recorded in Managebac, accumulating across all subjects. Consequences for academic dishonesty begin from Grade 5 onwards.

Primary Academic Misconduct Levels (Grade 5 only)

Tier 1: First Offence or Minor Infraction

Tier 1 incidents of academic misconduct happen when students are still learning about academic integrity. This might include directly copying a few sentences, a paragraph, a minor graphic, or other work from someone else without giving proper credit or making several small mistakes with referencing or paraphrasing. When this happens, the teacher will meet with the student to talk about why honesty is important in their schoolwork and show them how to do assignments the right way. The teacher will also record the incident in ManageBac and inform the grade level leader.

Tier 2: Repeated Behaviour or Moderate Infraction

The teacher will use their judgment to decide how serious the problem is and will help the student understand how to do their own work in the future. If a student keeps making the same mistakes—even after having a talk with their teacher about how to make better choices—this is considered a Tier 2 incident. This means the student may have copied parts of their work from someone else or used help from outside that doesn't reflect their own work. The teacher will let the PYP Coordinator know about this.

Tier 3: Severe Violations or Major Infraction

Tier 3 incidents involve the most serious breaches of academic integrity, such as copying large sections of text, significantly using someone else's ideas or work without permission, submitting assignments that have been purchased, or stealing another person's work. In these cases, a meeting will be arranged with the PYP coordinator and/ or the Deputy Principal of Primary – Teaching and Learning, the student, and the student's parents to discuss the consequences for assessment and reporting. This review may also include consideration of the student's current academic pathway and their continued enrolment at the school.

Secondary Years Academic Misconduct Levels (Grade 6 – 12)

Tier 1: First Offence or Minor Infraction

Tier 1 incidents typically occur when students are still learning about academic integrity. In this case, the subject teacher will counsel the student about the importance of academic integrity and appropriate actions to support this moving forward. The student will be required to resubmit the assignment removing all evidence of malpractice, and the subject teacher will record the incident as a behaviour note in ManageBac and inform the Grade Level Leader. Teacher professional judgment will determine the severity of the offence. An infraction is deemed minor when there is little evidence of outside influence present, where the students work is still reflective of their ability level (as determined from work completed under direct teacher supervision) and where the teacher can attest that the students own voice dominates. Acceptable levels of plagiarism vary according to the types of assessment and their associated requirements, however general guidance for a Tier 1 infraction is 15% - 24% on plagiarism detection (Turnitin) or 10% - 14% for AI detection. Before judgement on authenticity is reached, each report will be checked and each case will be dealt with individually.

Tier 2: Repeated Behaviour or Moderate Infraction

Tier 2 incidents may involve repeated minor infractions of academic dishonesty (3 or more), either across different subjects or following counselling at Tier 1 without behavioural change. This change in tier will be notified to the subject teacher by the Grade Level Leader. An infraction is deemed moderate when there is increased evidence of outside influence present, or the students work is no longer reflective of their ability level (as determined from work completed under direct teacher supervision) and where the teacher can no longer attest that the students own voice dominates. Acceptable levels of plagiarism vary according to the types of assessment and their associated requirements, however general guidance for a Tier 2 infraction is 25% - 29% on plagiarism detection (Turnitin) or 15% - 19% for AI detection. Before judgement on authenticity is reached, each report will be checked and each case will be dealt with individually.

At this level, where malpractice is evident the work will be redacted from the marking process which will likely result in a low or zero grade. The Grade Level Leader, in collaboration with the subject teacher and / Subject Lead, will hold a meeting with the parents to explain the incident and the consequences of both Tier 2 and Tier 3 misconduct. Evidence should be prepared to present as needed.

Tier 3: Severe Violations or Major Infraction

Tier 3 represents the most serious level of misconduct. A meeting will be convened with the relevant curriculum coordinator and/or Deputy Principal of Secondary – Teaching and Learning, the student, and the parents to discuss potential outcomes for assessment and reporting. This may include a review of the student's current pathway and future at the school. An infraction is deemed major when there is evidence of outside influence is prevalent, or the students work is not reflective of their ability level (as determined from work completed under direct teacher supervision) and where the teacher cannot see or hear the students own voice. Acceptable levels of plagiarism vary according to the types of

assessment and their associated requirements, however general guidance for a Tier 3 infraction is 30% and above on plagiarism detection (Turnitin) or 20% and above for AI detection. Before judgement on authenticity is reached, each report will be checked and each case will be dealt with individually.

While incidents are categorized by tier, students may be escalated directly to Tier 2 or Tier 3 based on the severity of the violation.

In accordance with IB guidelines, ISA Science City leadership teams and teachers reserve the right to assess academic dishonesty and impose sanctions as necessary.

Plagiarism detection and reporting

The detection of academic dishonesty ultimately lies with the teacher, who may use various methods for detection, including online services. ISA Science City subscribes to Turnitin through ManageBac. Teachers are trained to use Turnitin and are familiar with the reporting process if plagiarism is suspected.

In cases of suspected academic misconduct, the following process will be followed:

1. Students should be aware that assignments submitted through ManageBac are subject to automatic plagiarism checks using Turnitin.
2. If a teacher suspects academic misconduct, they should inform their Subject Lead and/or relevant Curriculum Coordinator of their concerns. Whenever possible, the teacher uses the Turnitin originality report as evidence for discussion and conferencing with the student. AI plagiarism checkers may also be used with the most appropriate ones kept up to date by the Teacher Librarian.
3. The teacher will conference with the student to verify that the submission is indeed their own work. In the case if misconduct has occurred, the tier of malpractice will be determined and the appropriate penalty will be imposed.
4. If the originality of the work cannot be verified, the teacher will notify the relevant Curriculum Coordinator who will make a professional judgement based on all available information.
5. All relevant conversations and actions will be logged on ManageBac.

Links to Related Policies

Academic Integrity at ISA Science City is guided by and interconnected with several other key school policies:

Admissions Policy

Upon admission, students and parents are informed of the academic expectations and assessment practices at ISA Science City. Academic integrity is identified and explained to students new to the

school, and the policy in student friendly language is provided. After entry, students obtain access to the relevant workshops and support needed to meet the requirements of the Academic Integrity Policy.

Language Policy

Recognising that English is an additional language for most students, all assessments, except those in mother tongue or foreign language classes, are conducted in English. Where appropriate, teachers may offer limited mother tongue support, such as translating command terms or key subject-specific vocabulary, while maintaining the immersion-based model that encourages increasing independence in English.

Access and Inclusion Policy

Inclusive assessment practices are supported through formal procedures for access arrangements in both internal and externally moderated assessments. The Assessment Policy should be read alongside the ISAIEG Access and Inclusion Policy for full details.

Assessment Policy

The Assessment Policy outlines the guiding principles, practices, and expectations for how assessment is used to support and evaluate student learning at ISA Science City. It defines the roles of formative and summative assessment, feedback, reporting, and student support across all IB programmes. The policy ensures alignment with IB standards and promotes consistency, transparency, and equity in assessment practices school-wide.

How is this policy reviewed?

This policy is under continuous review from the ISA Science City Senior Leadership Team on an annual basis to ensure compliance and good practice from all stakeholders. The policy is also subject to a detailed review in line with the ISA policy review cycle every 2 years.

Author / Reviewer:	Katie Cummins
Date of last review:	September 2025
Policy approved by:	Executive Leadership Team
Date of Approval:	September 2025
Date of next Review:	July 2027
Board committee responsible for oversight:	Senior Leadership Team
Board Leader of committee:	

References:

IBO (2023) Academic Integrity Policy, International Baccalaureate Organization, IBO

IBO (2017) Learner Profile, International Baccalaureate Orgasiation, IBO

IBO (2022) Programme Standards and Practices, International Baccalaureate Organization, IBO

Purdue University (2023) MLA Formatting and Style Guide, January 17, 2023,
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Appendix A: MLA Citation Formats for Commonly Used Sources from [Purdue](#)

Books

1. The basic format for a book:

Author last name, first name. Book Title. City of publication: Publisher, publication date.

Example:

Logan, Mary. Geothermal Energy. London: HarperCollins Publishers, 2018.

2. Book with two authors:

Example:

Putter, Paul E., and Laura Klein. A Guide to Life on Mars. Oxford: University of Mississippi, 2010.

Encyclopedia

3. The basic format for an encyclopaedia:

Author's last name, First name. "Title of the Article/Entry". Title of the Encyclopaedia. Year of Publication. Example:

Johnson, Tina. "Bayern" Encyclopaedia Germany. 2018.

Magazines

4. The basic format for a magazine:

Author's Last Name, First Name. "Title of Article". *Title of Magazine*, Date of Issue: Page Numbers.

Example:

Matthews, Stephanie. "The Dangers of Sea Snakes." *National Geographic*, June 1999: 97-101.

Newspapers

5. The basic format for a newspaper:

Author's Last Name, First Name. "Title of Article". Title of Newspaper, Publisher, Publication Date, URL, and the date of access.

Example:

McGowan, Cher. "Singing Positively Impacts the Mind." *Choir Weekly*, 24 June 2004, www.singingschools.com/positiveimpacts. Accessed 6 Sept. 2021.

Journal Articles

6. Basic format for an article from a journal:

Author's Last Name, First Name. "Title of Article" Title of Journal Issue (Year): Page numbers.

Example:

Choi, Julie. "Habitat Use and Migration of Great White Sharks." *Journal of Marine Life* 41.2 (2010): 38-55.

Online Sources

7. The basic format for an article from a website:

Author's last name, first name. "Article Title." Copyright date. Title of Website. Date of access. Web address.

Example:

York University Library. "Introduction to Citation." York University Library. York University, 2014. Retrieved from the World Wide Web on 19 June 2021. <http://www.library.york.edu/research/intro>.

Personal Interview

8. The basic format for a personal interview:

Last Name of Interviewee, First Name. Personal interview by First Name Last Name. Topic of Interview. Place, Date.

Example:

Summit, Otis. Personal interview by John Tomas. Schweinfurt, 1 March 2020.

Images (illustrations)

Artist's name, the work of art in italics, the date it was created, the institution and city where the work is kept, the website in italics, and the date of access.

Gelly, Kate. *The Family of Ducks*. 2005. Museum of Duck Art, Toronto. *Museum of Duck Art*, www.duckmuseum.ca/en/the-collection/art-work/the-family-of-ducks. Accessed 2 March 2021.

REMEMBER: If you cannot find the author, publisher, etc., for the online source, cite what is available.

Appendix B: Measures taken to provide education and support

Effective citing and referencing

For students to exhibit academic integrity, they must have a strong command of effective citing and referencing across multiple types of sources. This includes understanding why to cite, what to cite, when to cite and how to cite, plus skills in paraphrasing and appropriate use of quotation marks. The ability to do so effectively requires teachers and students to have access to resources that model correct citing and referencing, and for the skill of referencing to be explicitly taught across all areas of learning and year levels. For referencing to be effective, it must be consistent; this is achieved through the use of age-appropriate and relevant style guides. Refer to Appendix A for MLA formatting guidelines.

Avoiding plagiarism

Plagiarism is the most common form of student misconduct in relation to academic integrity. Plagiarism is defined as the representation of the ideas or work of another person as the student's own.

Students may plagiarise for a wide variety of reasons and with different levels of intent and severity. Students may intentionally plagiarise work in response to poor time management, workload pressures, the likelihood of not being detected, consequences of failure or lenient punitive measures. Students may unintentionally plagiarise work when they have misconceptions or limited understanding of plagiarism, are unable to cope with the task that has been set, may recognize content that is relevant but may not be able to paraphrase or summarize, or have limited understanding and application of referencing protocols. Identifying the intent and extent of plagiarism can point to appropriate strategies to detect and avoid it.

Explicit teaching of these practices along with appropriate implementation of drafting and feedback strategies, and use of plagiarism software supports students in avoiding this form of academic integrity malpractice.

Guidance towards academic integrity in tests and examinations

At ISA Science City there is an expectation that all tests and examinations uphold the rules and regulations outlined in 'IB Conduct of Examinations'. This is formally provided and explained as part of the examination timetable to all students and parents of students who are required to sit formal examinations as part of their course of study. Standardised testing requires that similar protocols be followed that aligns with IB regulations. All teachers who implement classroom tests or examinations are expected to formally review the provided examination protocols with the students in their classes and adhere to the provided regulations when under test conditions.

Guidance towards the responsible use of information technology and social media

Information and Communication Technology (ICT) includes any electronic device or application used to communicate, create, disseminate, obtain, store or manage information such as text, images, audio or video. Social media refers to online tools which provide individual users and/or organisations with the ability to create and share content in online communities. Students have the right to learn in a safe and fair environment, including when they have access to ICTs to enhance their learning. ISASC is committed to the responsible and educational use of ICTs and social media as part of their learning experience therefore recognise the responsibility of all staff in providing appropriate guidance around its use. As such, it is the responsibility of all staff to ensure that students are informed about how they can avoid acts of malpractice related to ICT and Social Media use. This may include, but is not limited to:

- the use of applications (apps) that may facilitate finding solutions
- the posting of photos to social media of their own work or the work of others
- the provision of their work online for viewing or use by others
- the use of translator software
- the use of AI
- the use of shared documents for collaborative purposes

Students are also required to sign and abide by school's Information and Communication Technology Use Agreements which specify details of inappropriate usage.

Guidance on the distinction between legitimate collaboration and unacceptable collusion.

Collusion is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another. Teachers and the Teaching and Learning Team have a responsibility to ensure that students are fully aware of the principles associated with the sharing of work for use by others. Clear expectations should be provided by teachers to students in relation to effective collaboration under assessment conditions.

Appendix C: Support materials

- IBO. 2025. Academic Integrity.
- ISASC Assessment Policy.
- ISASC Inclusion Policy.
- ISASC Language Policy.
- ISASC AI Use policy.
- ISASC ICT policy.
- IBO. 2025. IB Psychology Guide (for first assessment 2027) - Ethics in class practicals (Page 35 – 36).
- IBO. 2025. IB Psychology Teacher Support Material. Standards of Good Practice (Page 37 – 42)
- IBO. 2023. IB Sciences Experimentation Guidelines.
- [MyIB](#) - Resources to support the teaching of the IB
 - <https://internationalbaccalaureate.force.com/ibportal/IBPortalLogin>
- [Library website](#) - for helpful academic integrity resources
- [MyBib](#) - free bibliography generator
<https://www.mybib.com/#/projects/XvBLWq/citations>
- Turnitin - Plagiarism detection software accessible through SEQTA
<https://www.turnitin.com/>