

KARTAL ANADOLU İMAM HATİP LİSESİ (KAİHL)

ACADEMIC INTEGRITY POLICY

IB Diploma Programme

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What is 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.

It is a part of an “ethical culture”, a consequence for the youth who, as IB students, strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, and an obligation at KAIHL which is embraced and fostered by the entire school community, so our students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

Philosophy of Academic Integrity

All IB learners strive to be ‘principled’ acting with ‘integrity and honesty’, with a strong sense of justice and respect for the individual, groups of individuals. Kartal Anadolu İmam Hatip Lisesi supports the IB’s zero tolerance policy on Academic Honesty.

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills. Kartal Anadolu İmam Hatip Lisesi is committed to creating and promoting a culture of Academic Integrity.

Academic integrity is be part of the teaching and learning process and an aspiration of the entire school community.

The school community embeds academic integrity at the heart of its strategy and appreciate the value it will bring to students for their learning and future endeavours.

The DP Coordinator, subject teachers and form teachers have the responsibility of promoting a culture of academic honesty through the diploma programme both for students and parents.

At KAIHL, we clearly communicate and model the expectations so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

At KAIHL, educators supporting IB students in their learning understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

Although it is probably easier to explain the candidates what constitutes academic dishonesty, with direct references to plagiarism, collusion and cheating in examinations, whenever possible the topic

will be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.

The purpose of Academic Integrity and the Academic Integrity Policy

Academic integrity is fundamental in students' development into responsible and caring world citizens of the future. By supporting learners, culture of self-respect and respect for others can be nurtured and developed.

The key educational reasons to take such a strong line on academic integrity are:

-To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

-To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

-To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

All students enrolled in the IB DP must understand the basic meaning and significance of concepts that relate to the academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; they must have the knowledge and practical skills to apply such concepts to their work.

Kartal Anadolu İmam Hatip Lisesi supports and promotes the principles of properly conducted academic research and the respect for integrity in all forms of assessment. Thus, all members of the school community have a responsibility to ensure that they are familiar with generally accepted standards and requirements of academic honesty. The present document aims to facilitate the understanding and implementation of correct academic procedures.

Scope of this policy

This policy applies to and should be read by:

- all KAIHL leadership team, administrators
- all KAIHL members of staff responsible for the teaching and preparation of work submitted to the IB for assessment

- all KAIHL members of staff responsible for the delivery of IB examinations
- all KAIHL students going through assessment and submitting work to the IB
- all KAIHL parents and legal guardians of IB students going through assessment.

Maintaining Academic Integrity & Authentication

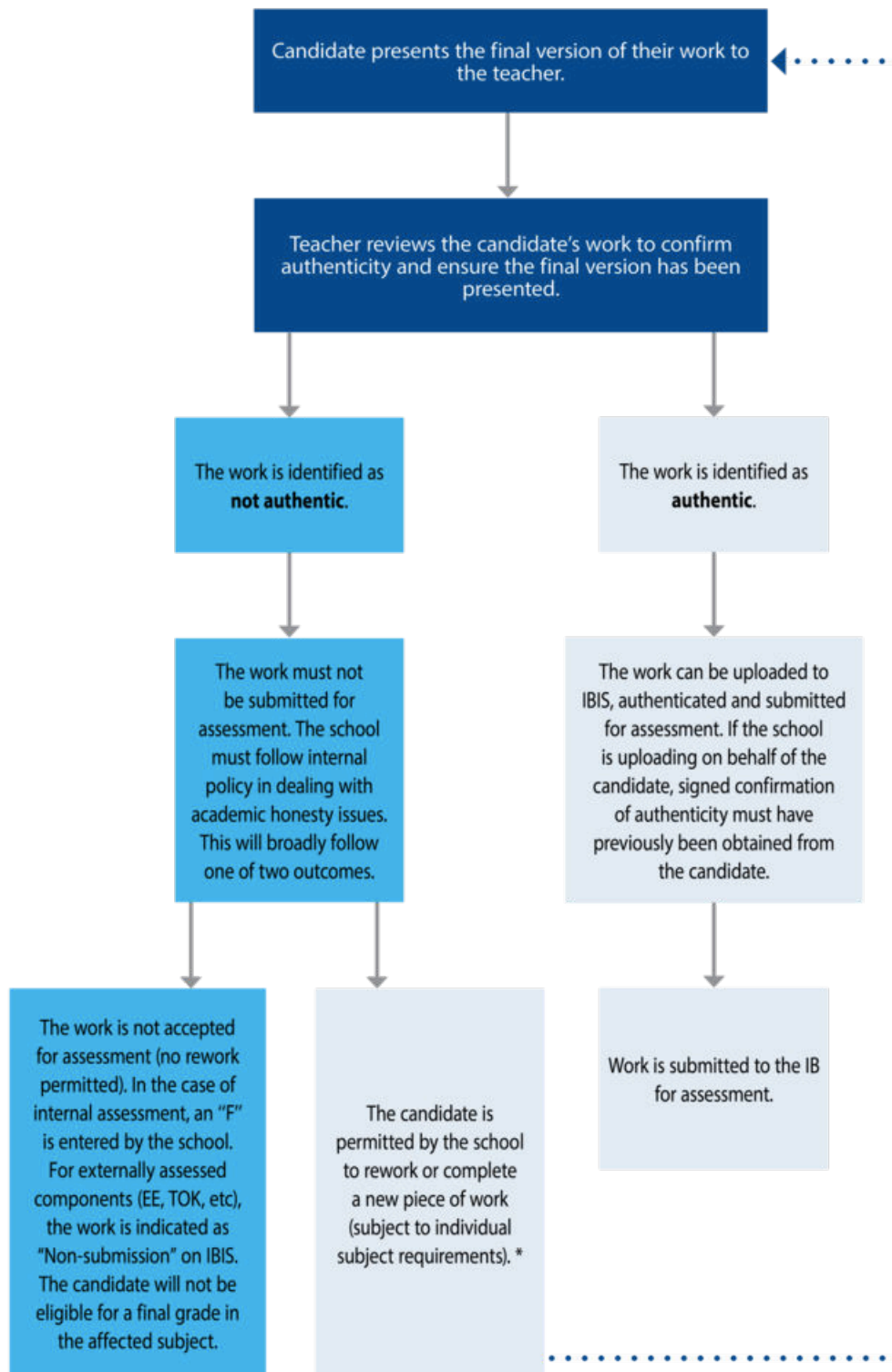
The presentation of an authentic piece of work is essential to good scholarship and practice. Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged.

Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use students' own language, expression and ideas. Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged otherwise it constitutes misconduct.

For assessment electronically uploaded by the school (on behalf of the candidate), the authentication process is confirmed on screen by the teacher. The candidate's authentication is secured at KAIHL by having the Candidate consent form (See Appendix 1) signed by the students. This authentication takes place before work is uploaded for assessment or moderation. Teachers are well placed to judge whether a candidate's work is authentic not only by their observation of the student's engagement but also by the use of plagiarism detection tools.

The IB has the right to ask for proof of this candidate authentication. all coursework received by the IB will be checked via new text-matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the candidate may not receive a grade for the subject.

Authentication process



*Please note that some assessment components can only be completed once and so cannot be attempted again. In these cases, non-submission of the assessment must be obeyed. Please see the relevant subject guide for clarification.

EXPECTATIONS AND RESPONSIBILITIES of the SCHOOL COMMUNITY

DP coordinator

Expectations:

The DP coordinator should act as a role model and must always exhibit honest, ethical and responsible behaviour. S/he is responsible for ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB. S/he organizes meetings with teachers, students and their parents or legal guardians to explain the academic integrity policy.

All members of the school community should read and understand the expectations of the school and the IB regarding academic integrity; therefore, all the necessary policy and regulatory documents are easily accessible to everyone, and available on the school's website.

The school leadership, DP coordinator and teachers must commit to an honest and open conversation with parents and legal guardians, emphasizing the position the school has in upholding the IB's principle of academic integrity and the commitment expected from all members of the school community.

S/he ensures that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly. S/he must take responsibility for ensuring that class schedules and calendars are appropriate, allowing students to realistically meet the demands of the programme and course of studies. The coordinator and teachers are expected to design and develop classroom activities and educational strategies to support all students, who must receive the time and opportunity to learn the skills necessary for overcoming any challenges of the programme.

Responsibilities:

- Ensuring that all school and IB policies are applied fairly and consistently
- Ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- Supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.
- Understanding what constitutes academic honesty and an authentic piece of work.
- Knowing the consequences of being found guilty of misconduct.
- Establishing a school culture that actively encourages academic honesty.
- Supporting the IB fully in the prevention, detection and investigation of misconduct and school maladministration.
- Understanding additional responsibilities in the event of a candidate being investigated for misconduct.
- Ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations

Teaching and non teaching staff

Expectations:

Teachers are the main agents of academic integrity in the classroom. Teachers should be aware that their conduct sets an important example to students.

Subject guidelines, rules and regulations should be fully adhered to by teachers. Teachers must understand that students are expected to produce work autonomously and should not receive additional help, such as multiple edits of a piece of work.

Teachers should emphasize that the purpose of education is not only the attainment of high grades, but to acquire knowledge and develop skills for the future.

Teachers must commit to an honest and open conversation with parents and legal guardians, emphasizing the position the school has in upholding the IB's principle of academic integrity and the commitment expected from all members of the school community.

It may also be valuable to consider the reasons why students engage in acts of academic misconduct, such as:

- unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work
- not understanding the IB's rules and regulations
- not understanding the consequences of their actions
- lack of training in the required skills, for example, on how to reference
- poor time management
- the trivialization of academic misconduct incidents
- poor satisfaction with their teachers and assessment tools
- lack of punishment for those who engage in academic misconduct
- the ease with which information is obtained on the internet and the general belief that the information available there belongs to all and can be used without the need to reference it
- the easy access to support services, such as writing or tutoring services
- the pressure to be successful in their studies and achieve excellent results
- inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.

It is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice.

To support students' engagement with the school strategy on academic integrity, teachers can consider, in a mutually agreed manner, classroom strategies on teaching-learning activities that

focus on prevention and mitigation of academic misconduct incidents while also ensuring a standardized understanding of regulations and expectations across the teaching body.

Responsibilities:

- Ensuring that students have a full understanding of the expectations and guidelines of their subjects and reinforcing the academic integrity guide throughout their course.
- Ensuring that students understand what constitutes academic misconduct and its possible consequences
- Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- Giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- Responding to student academic misconduct and supporting the school's and IB's investigations
- Responding to school maladministration and supporting the school's and IB's investigations.
- Providing instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process.
- Providing students with consistent advice on good academic practice whenever necessary.
- Supporting the school's Academic Integrity Policy and complying with the adopted convention for citing and acknowledging sources by referring to the KAIHL's Referencing and Citing Guide and Effective Citing and Referencing Guide by IB.
- Judging and confirming, to the best of his or her knowledge, all students' work accepted or submitted for assessment is their authentic work.
- Providing students with clear guidelines on academic writing and referencing styles required for their subject specified in the KAIHL's Referencing and Citing Guide.
- Providing clear information on assessment requirements in their subject, especially concerning aspects involving individual and/or collective assessment with reference to the KAIHL Assessment Policy.
- Providing clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.
- Moderating samples of student work primarily for standardization of grades but also for checking any suspicious pieces of work related to potential misconduct.
- Running all student final drafts through a plagiarism detection tool, which is 'Turnitin' in our school context, as a precautionary check.
- Reporting any misconduct to the DP Coordinator.

Students

Expectations:

Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.

DP Students at KAIHL should aim to achieve and develop the IB learner profile attributes. IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in DP programme are expected to act honestly, responsibly and ethically.

Students should refer to their subject teachers, the librarian, the extended essay coordinator, or DP coordinator if they have doubts concerning academic integrity.

Students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

Responsibilities:

- Have a full understanding of KAIHL's and the IB's policies
- Respond to acts of student academic misconduct and report them to their teachers and/or DP coordinator
- Respond to acts of school maladministration and report them to their teachers and/or DP coordinator
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- Abstain from giving undue assistance to peers in the completion of their work
- Show a responsible use of the internet and associated social media platforms
- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using the appropriate citation system identified in the KAIHL's Referencing and Citing Guide.
- Accept and sign the Academic integrity student form. (See Appendix 2)

- Should seek clarity from teachers and teacher librarian during assignment process regarding any aspect of Academic Integrity guidelines.

Parents

Expectations:

Parents and legal guardians should take note of the IB's policy on plagiarism, which is the most common form of misconduct.

Parents should understand and accept the expectations of KAIHL and the IB, so should be adequately equipped to support their children, as they will be able to explain these expectations to them. This means they must support their children to develop a conscientious and responsible attitude to their learning. While agreeing with and supporting the position of the school and the IB, they will be less inclined to give unfair assistance to their children, for example, by writing or over-editing their work. On the contrary, they should try to provide the necessary conditions for their children to work independently and request the school's support when they identify that their children are not attending to their studies as required and are falling behind.

Responsibilities:

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- Support their children's understanding of KAIHL and IB policies, procedures and subject guidelines
- Collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.
- Understand school internal policies and procedures that safeguard the authenticity of their children's work
- Support their children in planning a manageable workload so they can allocate time effectively
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children.

SCHOOL MALADMINISTRATION

School maladministration is an action by an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. Cases of school maladministration may occur at different times in the assessment cycle and may affect the assessment components of coursework, or the examinations.

When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner. The subject guides provide clear information about what is or is not considered acceptable. For example, a teacher may provide a template or framework, but while this ensures that their students complete the task correctly, this level of support affects the very nature of the task and it negates the achievement expected from the students as it curtails creativity. Equally, if a teacher provides multiple edits to the work, in contradiction to the instructions of the subject guide, this extra help provided represents an unfair advantage to the student.

When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:

- additional time being granted to students without authorization from the IB
- an insufficient number of invigilators
- poorly trained invigilators
- failing to monitor student bathroom visits
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

Similarly, the integrity of the examinations can be compromised if the invigilators fail to ensure that students' calculators are set to exam mode with, for example, memory cleared and prohibited functionalities disabled, or when the materials that the students take to their desks are not checked and include non-permitted dictionaries or data booklets.

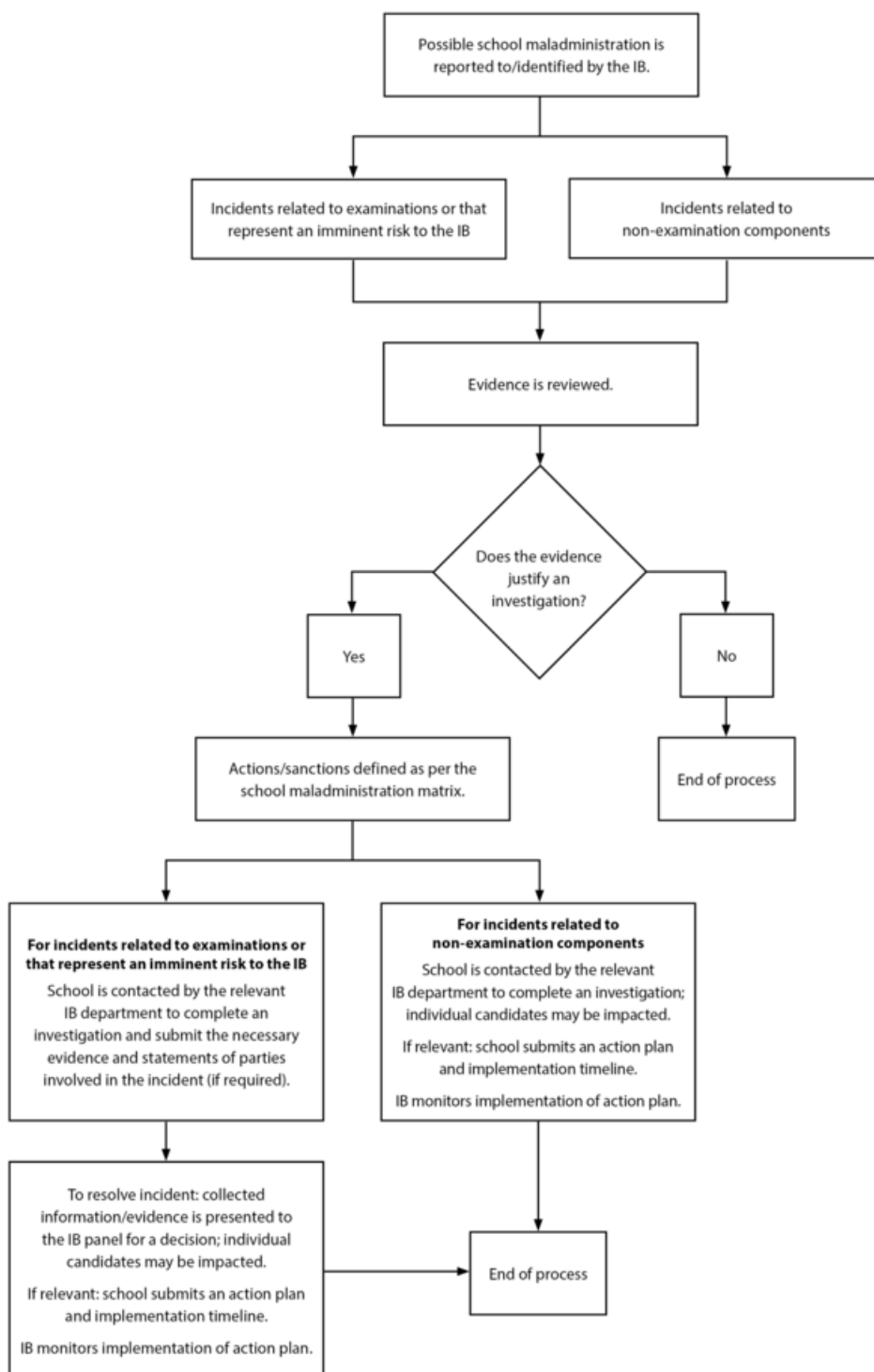
Procedures for dealing with maladministration

Cases of possible school maladministration are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers, whistle-blowers and school visitors or are identified by the IB through samples of work, review of responses to examination papers, or after an inspection.

All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events.

If a teacher is implicated in the incident, the IB reserves the right to request the IB World School does not allow that teacher to continue delivering IB programmes in the future. It is a matter for the IB World School to decide whether to continue their employment relationship with that teacher, but the IB will take such actions into account when considering its confidence in allowing the school to continue to be authorized to deliver IB programmes.

Investigation flowchart



STUDENT ACADEMIC MISCONDUCT

Misconduct is a behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Categories of student misconduct:

Plagiarism: It is the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes the use of translated materials, which is the most common form of student academic misconduct identified by or reported to the IB.

There are many reasons why students plagiarize:

- Perceived lack of interest by their teachers; why should students invest their time in writing something that may not receive attention?
- Poor or irrelevant tasks; students will not engage with a task if they do not see the connection with their learning or career goals.
- Need to succeed; the imperative notion that high grades are expected for all tasks.
- Lack of confidence in their abilities; students feel unprepared or incapable to meet the task requirements.
- Poor time management; students may procrastinate in completing a task and choose to copy the work of others to produce something on time.
- No fear of consequences; students may not care about being caught or may be willing to take the risk just to “beat the system” .

Collusion: It is defined as supporting misconduct by another candidate, as in allowing one’s work to be copied or submitted for assessment by another

Duplication of work: It is defined as the presentation of the same work for different assessment components and/or diploma requirements

Also, any other behaviour that gains an **unfair advantage** for a student or that affects the results of another student. For example:

- Fabricating data for an assignment.
- Taking unauthorized material into an examination room.
- Disrupting an examination by an act of misconduct, such as distracting another candidate or creating a disturbance.
- Exchanging, supporting, or attempting to support the passing on of information that is, or could be, 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 the examination.
- Impersonating another candidate.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

The difference between collaboration and collusion

Collaboration is: Working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in “allowing one’s work to be copied or submitted for assessment by another”.

For most assessment components you are expected to work independently. There are some internal assessments when collaboration with other candidates is permitted or even actively encouraged. The final work, however, must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. **All work** must be written in your own words and cannot therefore be the same as another candidate’s. If two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration.

Referencing

You will submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources.

If you use the work or ideas of another person you must acknowledge the source using a standard style of referencing in a consistent manner. If you fail to acknowledge a source, it will be investigated by the IB as a potential breach of IB regulations that may result in a penalty imposed by the final award committee.

You are expected to give credit to **all** sources used including sources that have been paraphrased or summarized. When writing text you must clearly distinguish between your words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography. The source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.

At KAIHL, the appropriate referencing and citation method for each subject is communicated by the subject teachers and in the KAIHL’s Referencing and Citing Guide (See Appendix 4). The students are responsible for using the appropriate citation style for the relevant subject.

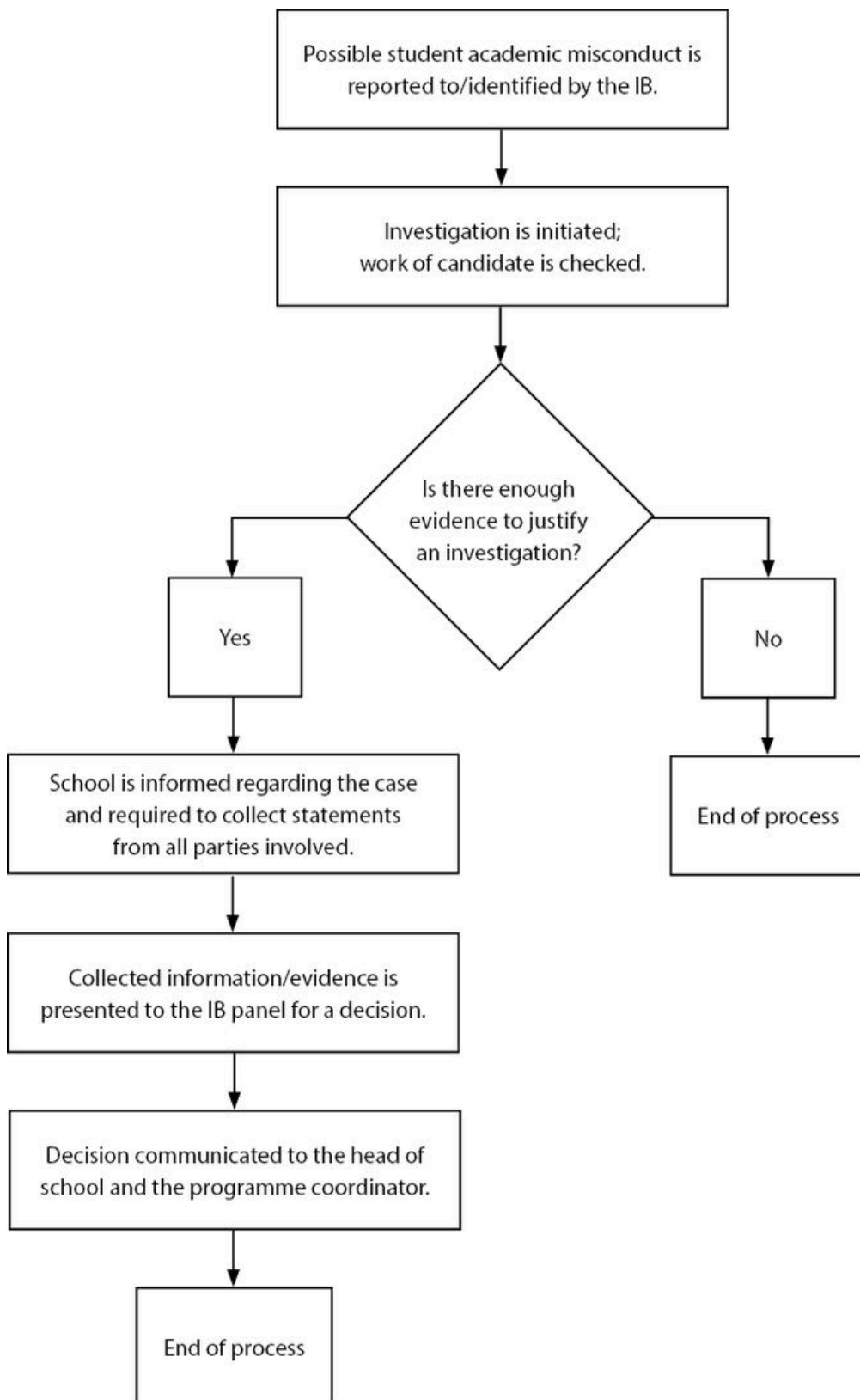
Investigation of intentional misconduct

All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school ensures that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation. In the case of students, the investigation will usually only focus on the subject in which irregularities were found.

- i. Any suspected misconduct will be notified to the DP Coordinator with supporting documentation. There will not be an open allegation to the student and any suspicion of misconduct will be kept confidential to the process.

- ii. The DP Coordinator will collect statements from all parties involved.
- iii. Collected information/evidence is investigated and presented to the IB.
- iv. If evidence of misconduct is confirmed, the student and parents will be notified in writing and informed of the consequences.
- v. Copies of all records of investigation, correspondence and the assessment item will be kept on the student's file.

Investigation flowchart



Externally assessed IBDP assessment tasks

- If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to the IBO as authentic work. One of the following courses of action may be followed:
 1. If misconduct is identified not prior to the formal submission date to the school but prior to submission to the IB, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an NA will be recorded.
 2. If misconduct is detected once the assessment has been formally submitted on the due date, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student's eligibility for the Diploma under IB rules.
 3. If misconduct is detected after work has been formally submitted and accepted for assessment to the IB, the IB will be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if misconduct is subsequently established.

In-school assessment tasks

- Following investigation of an allegation of misconduct, if on the balance of probabilities a student has committed misconduct then the following consequences will be applied:
 1. If misconduct is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an NA will be recorded.
 2. If misconduct is detected on the due date and confirmed following an investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. The end of term/semester report will reflect the student has not demonstrated the course requirements for the given academic period.
 3. The student will be required to resubmit the assignment which will be marked for diagnostic purposes and in order for the student to complete IB course fulfillment requirements.
 4. Repeated instances of misconduct will result in more serious consequences as outlined in the National Education Discipline Policy of Kartal Anadolu İmam Hatip Lisesi.

Circumstances that most commonly give rise to an investigation

- A coordinator informs the IB that s/he suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
- A coordinator informs the IB that misconduct may have taken place during an examination.
- An examiner or moderator reports possible misconduct during the marking process.
- An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.
- A comparison of specific assessment components using an IB bespoke program shows similarities between candidate work (in the same school or across IB World Schools).
- Whistle-blower reports.

Penalties are imposed on a candidate found guilty of misconduct in order to:

- Ensure that the candidate does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those candidates who have abused the system
- Deter other candidates from taking the same action.

Penalty matrices

The IB gives a detailed explanation of any infringements by the student and the level of penalty which may be applied by the IB. (See Appendix 3)

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

How teachers can support their students

Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

- Make sure that students are able to locate the school's academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching.

How students can avoid committing plagiarism

- Read and understand KAIHL's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from your teachers when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the subject teachers.

here are links of some useful videos about plagiarism and how to avoid it :

https://www.youtube.com/watch?v=Ly_AeHI4t5M&list=RDQMvry40RhVI5s&start_radio=1&ab_channel=AndrewYoung

https://www.youtube.com/watch?v=p5oj_mUd6QY&list=RDQMvry40RhVI5s&index=5&ab_channel=BVCUpgrading

Good practice recommendations for students

Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.

Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it .

The IB has no means of knowing whether an act of academic misconduct was deliberate or not . Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination . For these reasons, a student’s intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme. Be aware that a breach of IB regulations will have serious consequences.

How students strengthen academic integrity?

- Make the effort to learn academic writing, research and citation skills
- Seek clarification when unsure, including in situations where you may be using the work of other IB students inappropriately, leading to collusion
- Use guidance on referencing techniques: Consistency and traceability are important in assessing how students use the agreed citation system. It is often helpful to inform writers that inconsistency in citation practices might lead readers to wonder if the work is the result of “cut-and-paste construction”
- Use time-management and self-management strategies to avoid procrastination which is often referred to by learners as explanation for their plagiarism. (A H in the IB Jude Carroll 2012)

The Academic Integrity Policy review at KAIHL

The Academic integrity policy is reviewed regularly and kept up-to-date by referring to relevant IB publishings. The review takes place yearly or when there is a need for an urgent update. Certain groups are organized each time to review including the head of school, the coordinator, pedagogical leadership team members, teachers, students, or parents. If not all included actively, questionnaires are used for all to be involved in the process. The group members who are responsible for the review analyze relevant IB publishings, diagnose current assessment strategy/tool needs, gather opinions from different stakeholders, compare all with the current KAIHL academic integrity policy, and make necessary decisions and changes. In the beginning of each year, it is decided who will be involved and when the review will take place.



Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system.

You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print name.....

Date.....



IB Diploma Programme Academic Integrity Student Form

All IB learners strive to be ‘principled’ acting with ‘integrity and honesty’, with a strong sense of justice and respect for the individual groups and individuals.

Student name:.....

Session:.....

Date:.....

I am aware that all work submitted must be entirely my own work in my own words. Where the ideas for work of another person are represented within my work, the source(s) of those ideas for the work have been fully and appropriately acknowledged.

I am aware that I may be required to do following to justify my results:

- Discuss my work with the teacher.
- Explain my methods and summarize my results.
- Repeat the same/similar task for a separate set of data.
- Produce a list of resources used to obtain my results.
- Read carefully the KAIHL Academic Honesty Policy

I am aware that academic misconduct includes:

- **Plagiarism:** The representation of the idea for work of another person as your own.
- **Collusion:** Supporting malpractice by another candidate, for example, allowing your work to be copied or submitted for assessment by someone else.
- **Duplication of work:** The presentation of the same work for different assessment components and/or diploma requirements.

Note: Submitting work that is not your own is considered malpractice by the IB and grounds for disqualification from the Diploma Programme.

Signature

.....

Penalty matrices

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism Copying external sources.	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
Peer plagiarism Copying work from another student.	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
Peer plagiarism Student lending or facilitating their work.	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion Coursework only and when working collaboratively.	Work of students show close similarity.	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or	Not applicable.
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Student submits work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	For a student in the same or another IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	Not applicable.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Possessing unauthorized material in the examination room—see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable.
Exhibiting misconduct or disruptive behaviour during an examination—see note 9	Not applicable.	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.	Not applicable.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. Penalties will be applied to all candidates participating in the incident.	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
Impersonating an IB candidate—both impersonator and person allowing impersonation	Not applicable.	Not applicable.	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Gaining access to IB examination papers before examination’s scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.	When a student shows any of these behaviours and/or refuses to submit a statement.
Providing misleading or demonstratively false information	Not applicable.	Not applicable.		

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Attempting to influence witnesses	Not applicable.	Not applicable.		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Forgery or falsification of IB grades or certificates Attempt to fraudulently amend a result in a subject—electronic or hardcopy certificates and transcripts.	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	

Explanatory notes

1. Level 3a penalty. This depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the subject, only one assessment component (the level 2 and level 3a penalties) have the same outcome on the candidate’s final result, the non-award of diploma. Therefore, plagiarism cases in EEs will only be considered when a considerable amount (more than 100) of consecutive words lacks proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university

- private tutors
- essay writing or copy-editing services
- pre-written essay banks
- file-sharing sites.

5. Minor offences may include but are not restricted to:

- conducting research without permission of the participants
- including offensive or obscene comments or graphic materials in any assessment component
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity

that could be considered or perceived offensive by others.

6. Moderate offences may include but are not restricted to:

- conducting field experiments or investigations that inflict pain or risks the well-being or survival of live organisms

- conducting research or fieldwork that damages the environment
- including offensive or obscene comments or graphic materials in any assessment component.

7. Major offences may include but are not restricted to:

- producing any work that shows disrespect of personal, political and/or spiritual values, and/or

contain offensive remarks about race, gender, or religious beliefs

- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity

that could be considered or perceived offensive by others.

8. Unauthorized materials or items may include but are not restricted to:

- mobile or cellular phones
- notes
- study guides
- own rough or scratch paper
- non-permitted dictionaries
- other prohibited electronic devices such as smartwatches or smartglasses.

9. Misconduct during examinations may include but are not restricted to:

- failing to abide by invigilator instructions
- disruptive behaviour
- attempting to remove examination materials from the examination room
- leaving the examination room without permission.

10. Assisting other student(s) in committing an act of misconduct may include but are not restricted to:

- facilitating information to other candidates during the completion time of the examination
- distributing live examination content before, during or after the scheduled time of that examination through any means.

KARTAL ANADOLU İMAM HATİP LİSESİ (KAIHL)

KARTAL ANADOLU İMAM HATİP LİSESİ IBDP EE, IA&WA REFERANS STİLLERİ VE KAYNAK KULLANIM KILAVUZU

HAZIRLAYAN
DR. SEMA KÜÇÜKALIOĞLU ÖZKILIÇ
TITC ZÜMRE BAŞKANI

KARTAL ANADOLU İMAM HATİP LİSESİ
IBDP EE, IA&WA ÇALIŞMALARINDA UYGULANACAK
REFERANS STİLLERİ
VE
KAYNAK KULLANIM KILAVUZU

Akademik düzeyde araştırma yapılarak hazırlanan ödev, çalışma ve projelerde kullanılan kaynaklar,¹ uluslararası düzeyde kabul görmüş referans sistemlerine uygun bir biçimde gösterilmelidir. Zira bu, bilimsel etiğin bir parçası olduğu gibi, bilgiyi üreten, sunan kişilere duyulan saygının bir gereğidir. Öte yandan çalışmalarda kullanılan fikir, yöntem gibi kaynakların gösterilmesi kaynağın yazar(lar)ının çalışmalarının her türlü sorumluluğunu üstlenmesi açısından da önemlidir. Kaynaklara atıfta bulunmak, çalışmanın güvenilirliğini ortaya koyarken; diğer araştırmacılar için de yol gösterici olur. Bu bakımdan değerlendirildiğinde yürütülen her türlü çalışma, esasen bir referans kaynağıdır da, diyebiliriz. Bu cümleden olarak öğrencilerin bu sorumluluk bilinciyle hareket etmeleri kendi kişisel gelişimleri ve öz saygıları açısından da önem arz eder.

Alıntı yapmak ve bir kaynağı refere etmek, çoğu kere bir sorunun yahut problemin izahı için gereklidir. Bu, söz konusu izah ve kimi zaman da tartışmaların akademik düzeyde argümanlarının ortaya konması anlamına gelir. Ancak bu çaba ve çalışmaların akademik çevreler tarafından kabul edilen kurallar çerçevesinde yapılması gerekir. Her bilim dalı kendi özelliklerine uygun referans sistemini tercih edebileceği gibi üniversiteler ve bilim adamları da bu konuda tercih yapabilirler. Dolayısıyla günümüze kadar çok sayıda kurum ve kuruluş tarafından referans sistemi hazırlanmıştır. Bunlar içinde en fazla kullanılanlar Amerikan Psikoloji Derneği'nin sistematize ettiği APA (American Psychology Association); Amerikan Sağlık Derneği'nin hazırladığı AMA (American Medical Association); Chicago tipi sistem CMS (Chicago Manual of Style); Modern Diller Derneği'nin düzenlediği MLA (Modern Languages Association) ve TURABIAN Style'dır.

¹ Kitap, makale, istatistik, tez gibi çalışmalarda yer alan her türlü bilgi, veri, metot, fikrin yer aldığı malzemelerdir.

Ülkemizde akademik çevrelerde en yaygın olarak kullanılan referans sistemleri; APA, CMS ve MLA'dır. Ancak üniversiteler ve YÖK Tez uygulamalarında genel olarak CMS tercih edilmekte olup, son dönemlerde MLA kullanımını da giderek yaygınlaşmaktadır.

Kartal Anadolu İmam Hatip Lisesi olarak IBDP Extend Essay (EE), Internal Assessment (IA) ve Written Assignment (WA) ödevlerinde Biology, Chemistry, Physics, Mathematics ve English dersleri için MLA; Türkçe A1 ve Turkey In Twenty Century (TITC) için ise CMS kullanılacaktır. Böyle bir ayırımın yapılmasında, bilim dallarının kendi özelliklerine göre yaptıkları tercihler etkili olmuştur. Nitekim Türkçe A1 ve TITC'de CMS'nin klasik dipnot uygulamasının tercih edilmesinin nedeni, metnin okunurken akışın bozulmasına engel olmak, açıklama ve kaynağa ilişkin verileri dipnotta toplayarak ortaya çıkacak kafa karışıklığının önüne geçmektir. Öte yandan bir öğrenci ödevinden beklenen asgari akademik yaklaşım, verinin doğru kullanılmasıdır. Verinin doğru kullanımının tespiti ise, kaynağa en kısa yoldan ulaşabilmekten geçer. Bir başka deyişle dipnotta işaret edilen kaynağa kolaylıkla ulaşabilir olmak, metinde geçen bilgilerin çabucak sorgulanmasının yolunu açar. Bu yöntem, okuyucunun işini de kolaylaştırır.

Kartal Anadolu İmam Hatip Lisesi, IBDP'de eğitim alan öğrencilerini, akademik çalışmalar yürüterek evrensel standartlarda gerekli donanıma sahip, bilgiye ulaşan, bilgiye saygı duyan ve bilgiyi kullanabilen bireyler olarak yetiştirmeyi hedeflemektedir. Bu minvalde öğrencilerinden akademik dürüstlük ilkelerine bağlı, güvenilir ve sorumluluk sahibi kişiler olmalarını istemekte ve kurumsal olarak buna uygun şartları oluşturmaktadır.

Elinizdeki kılavuz, akademik dürüstlük ilkelerinin en önemli alanlarından biri olan intihal yahut başkasının ya da kendisinin başka amaçlarla yaptığı çalışma/ödev/projenin tamamını veya bir kısmını kaynak göstermeksizin sunmasının veyahut sahte veri oluşturmasının önüne geçmek gayesiyle oluşturulmuştur. Uluslararası standartlarda geçerli olan referans sistemleri esas alınarak düzenlenen kılavuz, sizlere rehber olacaktır.

Bu kılavuz, IBDP öğrencilerimizin EE, IA & WA çalışmalarını hazırlarken kullanması gereken referans stilleri ve kaynak kullanım kurallarını içermektedir. Sizlerden beklenen bu kılavuz rehberliğinde ödevlerinizi hazırlamanızdır.

METİN İÇİ KAYNAK GÖSTERİMİ VE KAYNAKÇA LİSTESİ HAZIRLAMA²

BIOLOGY, CHEMISTRY, PHYSICS, MATHEMATICS VE ENGLISH İÇİN MLA FORMATI

A. METİN İÇİ KAYNAK GÖSTERME

Yukarıda adı geçen derslere ait EE ve IA'da uygulanacak referans sistemi MLA'dır. Bu sistemde metin içi gönderme ve atıfları belirtmek için dipnot yapılmaz. Bunun yerine alıntının yapıldığı yerin sonuna parantez açılarak kaynağa ait kısa bilgi verilir. Kaynağa ait ayrıntılı bilgiler ise kaynakça kısmında belirtilir.

1. **Tek yazarlı kitap**, cümle sonunda parantez içinde (Yazarın Soyadı, sayfa numarası) şeklinde gösterilir.

Örneğin;
(Alpay, 81)

Eğer metinde yazarın adı verildiyse, alıntı yapılan veya fikrinden bahsedilen kaynağın adıyla ilgili bir belirsizlik olmadığından yalnızca sayfa numarası yazılır.

Örneğin;
Edebiyat Kuramları ve Eleştiri adlı kitabında, “gerçekçiliği bazıları daha çok yöntem bakımından benimsemiştir; bazıları ise konu bakımından” (36) diyen Berna Moran, ...

² Bu kılavuz, <https://aybu.edu.tr/kutuphane/contents/files/apa.pdf>, <https://turkishliterature.boun.edu.tr/tr/node/103>, <http://web2.bilkent.edu.tr/turkce-birimi/wp-content/uploads/sites/4/2015/09/kilavuz.pdf>, <http://www.turukdergisi.com/haberler/images/file/katilim2.pdf>, <http://dergiler.ankara.edu.tr/ilkeler/eng/26.pdf>, Ege Üniversitesi Sosyal Bilimler Enstitüsü'nün Tez Yazım Kılavuzu ile Anadolu Üniversitesi'nin Lisansüstü Tez Yazım Kılavuzları esas alınarak hazırlanmıştır.

- 2. Aynı yazara ait iki ya da daha fazla yapıt var ise,** yazarın soyadına eserin başlığı da eklenir.

Örneğin;
(Karpat, *İslamın ...*, 25)
(Karpat, *Türk ...*, 55)

- 3. Yazar adının belirtilmediği eserlerde,** kaynağın ilk kelimesi ve sayfa numarası yazılır.

Örneğin;
(Kaynak, 81)

- 4. Aynı soyadı taşıyan birden fazla yazar olması halinde,** yazarın soyadı kaynağın ilk kelimesi sayfa numarası şeklinde yazılır.

Örneğin;
(Yılmaz, *Üsküdar ...*, 32) veya (A. Yılmaz, 32).
(Yılmaz, *Hüzne*, 49) veya (S. Yılmaz, 49).

- 5. Metin içinde iki ya da daha fazla yazarlı bir esere atıfta bulunulurken,** yazarların soyadları arasına “virgül” veya “ve” bağlacı konularak sayfa numarası yazılır.

(Kocka ve Mitchell, 58)
(Tezcan vd., 85)

- 6. Metin içinde yazara ait aynı yıl yayımlanmış iki çalışmadan alıntı yapılmışsa,** kaynağın yayım tarihinden sonra, a ve b gibi harfler kullanılarak yazılır.

(Mermer, 2000a)

(Mermer, 2000b)

- 7. Dergideki bir makaleden yahut yazarı belli olan bir ansiklopedi maddesinden alıntı yapılmışsa**, yazarın soyadı sayfa numarası yazılır. Eğer öğrenci IA, WA veya EE’de makalenin tamamına gönderme yapmışsa parantez içi bilgilerde sayfa aralıkları belirtilmelidir. Bakınız 2. Örnek.

Örneğin;

1. (Bayram, 51)

2. (Bayram, 36-53)

- 8. Ansiklopedi maddesinin metin içinde gösterilmesinde**, parantez içinde ansiklopedi maddesinin ilk kelimesi ve sayfa numarası yazılır.

Örneğin;

(Taiping, 3451).

- 9. İnternette alıntı yapıldığında**, Yazarın soyadı ve varsa sayfa numarası verilir. Sayfa numarası yoksa sy (sayfa yok) şeklinde yazılır. İnternet adresi ve linki ise kaynakçada gösterilir. İnternette alıntı yapıldığı tarih parantez içinde ve internet adresinin sonunda verilmelidir. Eğer internette alınan veri gazete makalesi ise ve yazarın soyadından sonra gazete adı yazılır. Gazete haberi ise yalnızca gazetenin adı ve tarih yazılır.

Örneğin;

(Bağder, sy)

(Coşkun, Hürriyet)

(Milliyet, 12.12.2019)

- 10. Bildiri, konferans, kongre, sempozyum kitaplarının bir bölümüne yapılan atıflar**, dergi makalelerindeki gibidir.

Örneğin;
(Haciyeva, 124).

11.Derleme (editörlü) veya çeviri yayınlara atıfta bulunulurken metin içinde herhangi bir atıf yapılmaz, yazar soyadı ve sayfa numarası belirtilir. Ancak kaynakçada bu husus açıkça yazılır.

12. Film, Dizi, Piyes, Opera, Bale, TV Programı, Resim, Heykel, Fotoğraflara atıf yapıldığında, (Oyun/Piyes/Opera/Bale Gösterisi/Film/Dizi/TV Programının Adı ve Türü-Film, Dizi vb.- Yayın/Gösterim Tarihi) şeklinde yazılır. Fotoğraf ise, varsa Fotoğrafın adı (Fotoğrafın Sahibi/Koleksiyoneri ve Fotoğrafın Ait Olduğu Yıl/Çekim Tarihi)

(IV. Murat, Tiyatro, 2005).
(Çiçero, Film, 2018).
(Vefa'da Bir Sokak, Güler, 1959).

B. KAYNAKÇA LİSTESİ HAZIRLAMA

Kaynak olarak kullanılan eserler kitap, dergi, gazete, ansiklopedi, broşür, roman, oyun ve film ise söz konusu kaynakların başlıkları italik yani eğik yazı ile yazılırlar. Ancak gerek metin içinde gerekse kaynakçada şiir, öykü, makale, ansiklopedi maddesi, mektup ya da konuşma metinlerinin adları yahut kendisi çift tırnak içinde ve normal yazıyla yazılmalıdır.

1. Tek yazarlı kitap için; Soyadı, Adı. *Kitap Adı*. Yayın Yeri: Yayınevi, Yayımlandığı tarih. (Varsa baskı sayısı)

Örneğin;
Alpay, Meral. *Harf Devrimi*. İstanbul: Can, 2006.

Fremon, David. *The Trail of Tears*. New York: Macmillan Publishing Company, 1994.

2. **Aynı yazarın iki ya da daha fazla eserinden yararlanılmışsa;** yararlanılan eserler kitap ise kitap adları alfabetik olarak sıralanır. Eserlerden biri ya da birkaçı makale ise, önce kitapları sonra makaleleri başlıklarına göre alfabetik sıralanır.

Karpat, Kemal. *İslamın Siyasallaşması Osmanlı Devleti'nin Son Döneminde Kimlik, Devlet, İnanç ve Cemaatin Yeniden Yapılandırılması*. İstanbul: Timaş, 2013.
Karpat, Kemal. *Türk Siyasi Tarihi*. İstanbul: Timaş, 2011.

3. **Yazar adının olmadığı eserlerde;** alfabetik olarak uygun yere Kitap Adı. Basıldığı Yer: Yayınevi, Basım Yılı şeklinde yazılır.

Kaynak Gösterme El Kitabı. İstanbul: Redhouse, 2001.

4. **Aynı soyadı taşıyan birden fazla yazar olması halinde,** her iki kaynak yazarın adına göre alfabetik düzene göre sıralanır.

Yılmaz, Ayşe. *Hüzne Sarılan Öyküler*. İstanbul: Ötüken, 2011.

Yılmaz, Sinan. *Üsküdar Kitabı*. İstanbul: Ötüken, 2016.

5. **İki ya da daha fazla yazar olması halinde,** ilk yazarın soyadı, Adı ve diğer yazarın/yazarların Adı Soyadı, *Kitabın Adı*. Basım Yeri: Yayınevi, Basım Yılı.

Kocka, Jürgen ve Allan Mitchell. *19. Yüzyıl Avrupası'nda Brujuva Toplumu*. İstanbul: İletişim, 2015.

Tezcan, Durmuş, Mustafa Ruhan Erdem, Oğuz Sancakdar ve Rıfat Murat Önok. *İnsan Hakları El Kitabı*. Ankara: Seçkin, 2006.

Martin, Phyllis M. and Patrick O'Meara, eds. *Africa*. Bloomington: University Press, 1986.

6. **Dergi, gazete ya da ansiklopedi maddesinin yazarının belli olması durumunda**, kitap kaynağının gösterilmesine benzer şekilde yazılır. Ancak basım yılının yazılmasından sonra virgöl konularak makalenin yer aldığı sayfa aralıkları da yazılır.

Yazar Soyadı, Adı. "Makale Adı". *Dergi Adı* Cilt. Sayı (Yıl): Sayfa aralığı.

Yazar yoksa, "Makale Adı". *Dergi Adı* Cilt. Sayı (Yıl): Sayfa aralığı

Bayram, Yavuz. "16. Yüzyıldaki Bazı Divan Şairlerinin Şiiri Nitelemek Üzere Kullandıkları Sıfatlar", *Türkbilig*, 8 (2004): 36-53.

Emecen, Feridun, "Saruhanogulları", Türkiye Diyanet Vakfı İslam Ansiklopedisi, 36 (2009), 170-173.

Gregory, Sean. "The Problem With Football." *Time*. 8 February 2010: 36-43.

"Geleceğin PC'leri Geliyor" *PC World* 4. 32 (1995): 40-43.

7. **Ansiklopedi maddesinin kaynakta gösterilmesinde**, yazarı belli olan ansiklopedisinde gösterilen şekilde yazılır. Ancak yazar adı olmadığından doğrudan makalenin adı ansiklopedinin adı cilt no yayım yılı sayfa aralığı şeklinde yazılır.

Gillmor, Desmond A. "Ireland." *The World Book Encyclopedia*. 2008: 2250-2259.

"Taiping Ayaklanması." *Ana Britannica*, 25 (2004): 3451-3452.

Gillmor, Desmond A. "Ireland." *World Book*. World Book, 2010. Web. 17 March 2010.

- 8. İnternette alınmış kaynakların künyesinin belirtilmesinde,** yazarın Soyadı, Adı. “Alıntı Yapılan Kaynağın Başlığı”. Varsa Kaynağın Tarihi: Erişim Adresi, (Erişim Tarihi gün.ay.yıl olarak).

TÜSİAD, “AB Komisyonu’nun Raporu ile AB-Türkiye İlişkilerinde Tarihsel Bir Aşama Kaydedilmiştir”, *Basın Bülteni*. 06.10.2004.

http://www.tusiad.org/internet.nsf_/0ce54dd76703eef8c225669b0026d587/2ef1340e85d2053ec2256b2.2004abd42_/FILE/duyuruno_104.pdf, (Erişim Tarihi 30.08.2007).

Bağder, Duygu, “Sinema Göstergeliliği”, *Dilbilim Araştırmaları Dergisi*. 10 (1999): 143-156. <http://dad.boun.edu.tr/tr/issue/4531/62311> (Erişim Tarihi 12.12.2019).

Coşkun, Ahmet Hakan. “Bu kez ben de heykelciyim!”. *Hürriyet*: 8 Ekim 2019. <http://www.hurriyet.com.tr/yazarlar/ahmet-hakan/bu-kez-ben-de-heykelciyim-41345940> (Erişim Tarihi 08.10.2019).

Cornell, Brent. “Photosynthesis”. http://ib.bioninja.com.au/_Media/photosynthesis-equation_med.jpeg March 24, 2019.

“Rosa Parks Biography.” The Biography Channel Website . 2009.
< <http://www.biography.com/articles/Rosa-Parks-9433715>>. 17 March 2010 .

- 9. Bildiri, konferans, kongre, sempozyum kitaplarının bir bölümüne ait künye gösterimi** aşağıdaki gibi gösterilir:

Hacıyeva, Könül. “Osmanlı İstanbulu’nda Gelişen Azeri Sahası Divan Edebiyatı”, *V. Uluslararası Osmanlı İstanbulu Sempozyumu, Bildiriler*. (19-21.05.2015): 124-140.

10. Derleme (editörlü) ve çeviri kaynaklar aşağıdaki gibi gösterilir.

Yazarın soyadı, Adı. Eserin adı. Çevirenin Adı Soyadı. Basım Yeri: Yayımevi, Basım Yılı.

Bloomberg, Marty. Kütüphane Teknisyenleri. Çev. Nilüfer Tuncer. Ankara: Türk Kütüphaneciler Derneği, 2008.

Fiero, John. "Critical Essay on Twilight." *Drama For Students*. Eds. David Galens and Lynn Spampinato. Vol. 24. Detroit: Gale, 1998. 247-49.

11. Piyes, Opera, Bale, TV Programı, Resim, Heykel, Fotoğraf kaynak olarak gösterildiğinde, aşağıdaki gibi gösterilir.

Yapıt adı, yazar, yönetmen, oyuncu/oyuncular yazılır. Yapıtın sahnelendiği yer ve şehir adı ve en son da izlenen tarih belirtilir.

Örneğin;

IV. Murat. Turan Oflazoğlu. Yön. Engin Uludağ. Oy. Hüseyin Köroğlu. Harbiye Muhsin Ertuğrul Sahnesi. İstanbul. 3 Eylül 2005

Yüzyılın Senfonisi. Emre Kongar. TRT2, İstanbul. 8 Mart 2011. Televizyon

Günsur, Nedim. Sokaklar. Modern Sanat Müzesi. İstanbul

Fotoğrafçısı bilinen bir fotoğraf için konuyu anlatan başlık, kimin çektiği ve tarih belirtilir.

Hisar Okulları Görünümü, İstanbul. Ozan Arslaner. 3 Eylül 2011.

İlan ve reklamlar

Ekolojik Pazar. Reklam. CNNTürk. 15 Aralık 2010.

TÜRKÇE A1 VE TITC İÇİN CMS KLASİK FORMAT

A. METİN İÇİ KAYNAK GÖSTERME

1. **Alıntı yapılan kaynak metinde ilk kez kullanıldığında** dipnotta kaynağa ilişkin tüm bilgilere yer verilir.

Örneğin;

Murat Bardakçı, *Şahbaba*, 4. Baskı, Pan Yayıncılık, İstanbul, 1998, s. 61.

2. **Aynı kaynağa ikinci kez atıf yapıldığında** yazarın soyadı ve atıfta bulunulan eserin sayfa numarası yazılır.

Örneğin;

Bardakçı, s. 75.

3. **Aynı yazarın birden fazla eseri kullanılmışsa**, esere ilk kez atıf yapıldığında basım yılından sonra parantez için eserin adını anımsatacak bir kelime yazılır. İkinci kez bu esere başvurulurken “Yazarın Soyadı, Eserin Adını Anımsatacak Kelime, Sayfa Numarası” şeklinde kaynak gösterilir.

Örneğin;

Ziya Akıncı, *Karayolu İle Milletlerarası Eşya Taşımacılığı ve CMR*, Seçkin Yayıncılık, Ankara, 1999, (CMR), s. 192.

Ziya Akıncı, *Milletlerarası Usul Hukukunda Yetki Sözleşmesine Dayanan Yabancı Derdestlik*, Seçkin Yayıncılık, Ankara, 2002, (Yabancı Derdestlik), s. 75.

Akıncı, *CMR*, s.100.

4. **Aynı soyadı taşıyan birden fazla yazar olması halinde** aynı soyadı taşıyan ikinci yazara ilk kez atıfta bulunulurken kaynak bilgileri “Yazarın Adı Soyadı, Kitabın

Adı, Baskı Sayısı, Yayınevi, Basım Yeri, Basım Yılı, Sayfa Numarası” yazılır. Bu esere ikinci kez atıfta bulunulduğunda “Yazarın Adının İlk Harfi. Soyadı, Sayfa Numarası” verilmelidir.

Örneğin;

C. Yılmaz, s. 101. ; R. Yılmaz, s. 23.

5. **İki yazarlı esere atıfta bulunulurken**, “Birinci Yazarın Adı Soyadı ve İkinci Yazarın Adı Soyadı, Kitabın Adı, Baskı Sayısı, Yayınevi, Basım Yeri, Basım Yılı, Sayfa Numarası” yazılır.

Örneğin;

Jürgen Kocka ve Allan Mitchell, *19. Yüzyıl Avrupası’nda Brujuva Toplumu*, İletişim Yayınları, İstanbul, 2015, s. 227.

6. **İkiden fazla yazarı olan bir esere metin içinde atıfta bulunulurken** isteğe bağlı olarak tüm yazarlar belirtilebileceği gibi ilk yazarın adı, soyadı tam yazılıp sonuna “ve diğerleri” ifadesi eklenebilir. “İlk Yazarın Adı Soyadı ve diğerleri, Kitabın Adı, Yayınevi, Basım Yeri, Yıl, Sayfa Numarası” şeklinde atıf yapılır. Daha sonraki atıflarda “Yazarın Soyadı ve diğerleri, sayfa numarası” şeklinde atıfta bulunulur. Bu kural kaynakça için geçerli olmayıp, kaynakçada tüm yazar isimlerinin yazılması gereklidir.

Örneğin;

Durmuş Tezcan ve diğerleri, *İnsan Hakları El Kitabı*, Seçkin Yayıncılık, Ankara, 2006, s. 10.

Örneğin;

Tezcan ve diğerleri, s. 11.

7. **Bildiri, konferans, kongre, sempozyum kitaplarının bir bölümüne yapılan atıflar** aşağıdaki gibi gösterilir:

Könül Hacıyeva, “Osmanlı İstanbulu’nda Gelişen Azeri Sahası Divan Edebiyatı”, *V. Uluslararası Osmanlı İstanbulu Sempozyumu, Bildiriler*, İstanbul 29 Mayıs Üniversitesi, İstanbul, 19-21.05.2015, s. 124.

8. **Atıfta bulunulan eserin yazarının adının belirtilmemesi halinde** “Başvurulan Metnin Başlığı, Kitabın Adı, Yayınevi, Basım Yeri, Basım Yılı, Sayfa Numarası” şeklinde atıfta bulunulur.

Örneğin;

Avrupa’da Dil Öğrenimi, *Avrupa Dergisi*, Aralık 1978, s. 15-16.

9. **Yazar bir kurum ise**, yazarın soyadı yerine kurumun adı yazılır.

Örneğin;

Avrupa Komisyonu Türkiye Temsilciliği, *AB Adalet ve İçişleri Politikası-Özgürlük, Güvenlik ve Adalet Alanı*, Avrupa Komisyonu Türkiye Temsilciliği Yayınları, Ankara, 2000, s. 3.

10. **Derleme (editörlü) yayınlara atıfta bulunulurken** derleyen anlamında (Der.), editör anlamında (Ed.) ifadesi kullanılır.

Örneğin;

Yahya Akyüz, “Türklerde Eğitim”, *Türk Tarihi ve Kültürü*, (Ed. Cemil Öztürk), Pegem Yayıncılık, İstanbul, 2004, s. 340.

11. **Çeviri kitaplara atıfta bulunulması halinde** çeviren Çev. Şeklinde kısaltılır.

Örneğin;

Christopher Hill, *İngiliz Devrimler Çağı, Demokratik Devrimden Sanayi Devrimi'ne 1530-1780*, çev. Lale Akalın, Kaynak Yayınları, İstanbul, 2015, s. 52.

12. Orijinal kaynağa ulaşamaması durumunda yapılan aktarmalar dipnotta aşağıdaki şekilde gösterilir:

Ahmet Livaneli, *Hukuk İlkeleri*, Akademi Yayınları, İstanbul, 2014, s. 40'dan aktaran
Mehmet Aslan, *Ekonomi ve Devlet*, Bilim Yayınları, İstanbul, 2016, s. 99.

13. Yayınlanmamış tezlerden yapılan atıflarda tezin yüksek lisans ya da doktora tezi olduğu ve yayınlanmadığı belirtilmelidir. (Yayınlanmış tezlerde kaynak gösterme kitapta olduğu gibi yapılır).

Örneğin;
Yaşar Baş, *İstanbul Kapalıçarşısı (XV. Yüzyılın İkinci Yarısı-XVII. Yüzyıl)*, (Yayınlanmamış Doktora Tezi), Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum 2008, s. 55.

14. Süreli yayınlardan yapılan atıflar Yazar Adı Soyadı, "Yazının başlığı", *Süreli Yayınnın Adı*, Cilt no, Sayı No, Basım Yeri, Basım Yılı, alıntının yapıldığı sayfa numarası şeklinde yapılır.

Örneğin;
Betül İpşirli Argıt, "18. Yüzyılda Harem-i Hümayun'dan Çırağ Edilen Cariyeler", *Türk Kültürü İncelemeleri Dergisi*, Sayı: 25, İstanbul, 2011, s. 25.

Tom Baum and Vjollca Bakiu, "Tourism in Albania: Competing in the Mediterranean Region", *Anatolia: An International Journal of Tourism And Hospitality Research*, Vol. 10, 1999, p. 5.

15. İnternet alıntılarında internetten alıntı yapıldığı tarih parantez içinde ve internet adresinin sonunda verilmelidir. Yazarın Adı Soyadı, "Alıntı Yapılan Kaynağın Başlığı", Varsa Kaynağın Tarihi, Erişim Adresi, (Erişim Tarihi gün.ay.yıl olarak), varsa sayfa numarası.

Örneğin;

TÜSİAD, “AB Komisyonu’nun Raporu ile AB-Türkiye İlişkilerinde Tarihsel Bir Aşama Kaydedilmiştir”, *Basın Bülteni*, 06.10.2004, s. 9,

<http://www.tusiad.org/internet.nsf/0ce54dd76703eef8c225669b0026d587/2ef1340e85d2053ec2256b2.2004abd42/FILE/duyuruno104.pdf>, (Erişim Tarihi 30.08.2007), s. 1.

Margaret Atwood, "Margaret Atwood on What The Handmaid’s Tale Means in the Age of Trump", *The New York Times*, 10 Mar. 2017,

www.nytimes.com/2017/03/10/books/review/margaret-atwood-handmaids-tale-age-of-trump.html, Accessed on 27 Jul. 2018.

16. **İnternette yayınlanan bir gazeteden alıntı yapıldıysa**, Yazarın Adı Soyadı, “Makalenin Adı”, Gazetenin Adı, Gazetenin Yayın Tarihi, Erişim Adresi, (Erişim Tarihi gün.ay.yıl olarak).

Fatoş Karahasan, “Diziler Topluma Kötü Örnek Oluyor mu?”, *Milliyet*, 27.09.2010,

<http://www.milliyet.com.tr/Yaza.aspx?aType=YazarDetay&ArticleID=1293985&AuthorID166&b=Diziler%20topluma%20kotu%20ornek%20oluyor%20mu&a=Fatos%20Karahasan&KategoriID=3>, (Erişim Tarihi 29.10.2010).

Film, opera, tiyatro, belgesellerden alıntı yapıldığında, Yönetmenin/ Senaristin Adı Soyadı, Filmin/Oyunun adı, Yapım Tarihi, Film Şirketinin Adı, Formatı (CD, DVD, Plak, LP, VCD, v.b)

Nuri Bilge Ceylan, *Uzak*, 2002, Özen Film, Film

Johann Sebastian Bach, *Brandenburg Konçertoları*, Boyut Müzik, 1996, CD.

Turan Oflazoğlu (Yön. Engin Uludağ), *IV. Murat*, Harbiye Muhsin Ertuğrul Sahnesi, İstanbul 3 Eylül 2005, Gösteri.

18. Fotoğraf, resim, heykel, reklam ve ilanlarda; eğer söz konusu kaynaklar bir kitaptan, dergiden veya internetten alınmış ise, dipnot veya kaynakça gösterimi ilgili hususlardaki gibidir.

Eğer fotoğrafın sahibi belli olup bir sergide yer almışsa; Fotoğraf Sanatçısının Adı, *Varsa Fotoğrafın Adı*, Sergi Alanı, Sergi Yeri, Tarihi, Türü şeklinde yazılır.

Bu usûl resim ve heykel için de geçerlidir.

Fotoğrafın sanatçısı ve adı belli olup bir katalogta yer almışsa bu defa Fotoğrafın Adı tırnak (“ ”) içinde yazılır. Sonra fotoğrafın alındığı Katalogun Adı, Yayınevi, Basım Yeri, Tarihi, Sayfa numarası yazılır.

İlan ve reklamlara gelince, bunlar da yer aldıkları kaynağa göre verilir. Gazete, Televizyon, Sosyal Medyada yer alanlar ise, daha önce işaret edilen atıf ve kaynakçalardaki usule göre gösterilir.

B. KAYNAKÇA LİSTESİ HAZIRLAMA

1. Tek yazarlı kitap için

Not: Kitap adları italik yazılır.

Bardakçı, Murat, *Şahbaba*, 4. Baskı, Pan Yayıncılık, İstanbul, 1998.

2. Çok yazarlı kitap için;

Kocka, Jürgen ve Allan Mitchell, *19. Yüzyıl Avrupası'nda Brujuva Toplumu*, İletişim Yayınları, İstanbul, 2015.

Tezcan, Durmuş, Mustafa Ruhan Erdem, Oğuz Sancakdar ve Rıfat Murat Önok, *İnsan Haklar El Kitabı*, Seçkin Yayıncılık, Ankara, 2006.

3. **Aynı yazarın aynı yıla ait birden fazla eserinin olması halinde** kaynakçada eser adı belirtilirken kısaltma yapılmaz, eserin tam adı yazılır.

Gillespie, Richard, “Spanish Protagonismo and the Euro-Med Partnership, İnitiation”, *The Euro-Mediterranean Partnership: Political and Economic Perspectives*, Ed. Richard Gillespie, Frank Cass Publishers, London, 1997, 33-48.

Gillespie, Richard, “The Euro-Mediterranean PArtnership İnitiation”, *The Euro-Mediterranean Partnership: Political and Economic Perspectives*, ed. Richard Gillespie, Frank Cass Publishers, London, 1997, 1-8.

4. **Kitap içinde bölüm olması halinde** başvuru kaynağın sayfa aralığı belirtilir.

Baltas, Nickos, “The Economy of the European Union”, *European Union Enlargement*, Palgrave Macmillan, New York, 2004, 146-157.

Edwards, Geoffrey, “The Pattern of the EU’s Global Activity”, *The International Relations and The European Union*, Ed. Christopher Hill ve Michael Smith, Oxford University Press, Oxford, 2005, 39-63.

5. **Sürelı Yayınlarda makalenin yer aldığı sayfa aralığı** belirtilir.

Demirbilek, Tunç, “Liderlik Tipleri Açısından İşçi Sendikası Yöneticileri Üzerine Bir Araştırma”, *D.E.Ü. Sosyal Bilimler Enstitüsü Dergisi*, Cilt: 5, Sayı: 1, 2003, 22-37.

6. **Bildiri kitabında yer alan bir kaynağın sayfa aralığı** belirtilir.

Hacıyeva, Könül, “Osmanlı İstanbulu’nda Gelişen Azeri Sahası Divan Edebiyatı”, *V. Uluslararası Osmanlı İstanbulu Sempozyumu, Bildiriler*, İstanbul 29 Mayıs Üniversitesi, İstanbul, 19-21.05.2015, 124-140.

7. Tez için;

Baş, Yaşar, *İstanbul Kapalıçarşısı (XV. Yüzyılın İkinci Yarısı-XVII. Yüzyıl)*, (Yayınlanmamış Doktora Tezi), Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum 2008.

8. **İnternet alıntılarında** internetten alıntı yapıldığı tarih parantez içinde ve internet adresinin sonunda verilmelidir. Yazar Soyadı, Adı, “Alıntı Yapılan Kaynağın Başlığı”, varsa Kaynağın Tarihi, Erişim Adresi, (Erişim Tarihi).

TÜSİAD, “AB Komisyonu’nun Raporu ile AB-Türkiye İlişkilerinde Tarihsel Bir Aşama Kaydedilmiştir”, *Basın Bülteni*, 06.10.2004, s. 9,
http://www.tusiad.org/internet.nsf_/0ce54dd76703eef8c225669b0026d587/2ef1340e85d2053ec2256b2.2004abd42/FILE/duyuruno_104.pdf, (30.08.2007).

9. Çeviri kitaplar için;

Hill, Christopher, *İngiliz Devrimler Çağı, Demokratik Devrimden Sanayi Devrimi’ne 1530-1780*, çev. Lale Akalın, Kaynak Yayınları, İstanbul, 2015.

10. **İnternette yayınlanan bir gazete için;**

Karahasan, Fatoş “Diziler Topluma Kötü Örnek Oluyor mu?”, *Milliyet*, 27.09.2010,
<http://www.milliyet.com.tr/Yaza.aspx?aType=YazarDetay&ArticleID=1293985&AuthorID166&b=Diziler%20topluma%20kotu%20ornek%20oluyor%20mu&a=Fatos%20Karahasan&KategoriID=3>, (Erişim Tarihi 29.10.2010).

Yazarı yoksa, yani bir gazete haberiye;

“ABD Büyükelçisi Dışışleri Bakanlıđına Çađrıldı.”, Milliyet, 12.12.2019, <http://www.milliyet.com.tr/siyaset/son-dakika-abd-buyukelcisi-disisleri-bakanligina-cagrildi-6100239> (Eriřim Tarihi 12.12.2019).

11. **Film, opera, tiyatro, belgeseller için;**

Ceylan, Nuri Bilge, *Uzak*, 2002, Özen Film, Film

Bach, Johann Sebastian, *Brandenburg Konçertoları*, Boyut Müzik, 1996, CD.

Oflazođlu, Turan (Yön. Engin Uludađ), *IV. Murat*, Harbiye Muhsin Ertuđrul Sahnesi, İstanbul 3 Eylül 2005, Gösteri.

References

The following documents were consulted in creating this policy:

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- Diploma programme Assessment procedures 2021
- General Regulations: Diploma Programme 2019
- Academic honesty in the IB educational context 2016
- Effective citing and referencing 2014
- Academic Honesty in the IB Jude Carroll October (2012)
- BVC upgrading channel on Youtube