ACS Egham Academic Honesty Policy
2018/19

Rationale

In the programmes of the International Baccalaureate Academic Honesty is seen as "an essential aspect of teaching and learning" (*Academic Honesty in the IB Educational Context*). One of the goals of ACS Egham International School is to encourage and support the development of ethically responsible learners, both adult and student, who strive to be **principled**. Academic Honesty is important in our school because it ensures equal and comparable circumstances for all students. Academic honesty is more than how exams and assessments are conducted; it is about how teaching and learning occurs in our school. It is important that we, as a school of integrity, show due diligence to the process and protocols associated with academic honesty. The skills of research and acknowledging the work of others, of working with integrity with a wide array of sources, of working collaboratively, of conducting themselves as principled students are essential skills that will be integral for students in the wider world, well beyond the confines of the learning environment of the school.

The following policy will provide clear guidance to all stakeholders, including students, administrators, teachers, tutors, and parents, on the expectations concerning Academic Honesty within the IB programmes at ACS Egham. Furthermore, it is our intention to create a policy which can be understood by all stakeholders.

Learner Profile and Academic Honesty

ACS Egham International School endeavours to foster a culture of integrity, responsibility, trust and commitment to learning as linked with its core values and philosophy described above. This Academic Honesty Policy states expectations of the learning community (parents, administration, students, staff and teachers) are consistent with the philosophy of the school and which emphasise the education of students to be honourable and principled citizens in a global society.

As the IB Learner Profile is the foundation of the IB Programmes, it is important to emphasise that it leads everything within this policy. As the IB PYP, MYP, DP and CP strengthens the core to now include "Approaches to learning" and "Approaches to teaching" – ACS Egham ensures that the Academic Honesty policy is led by Approaches to Teaching and Learning, input, through presentations and speakers that link the profile, the skills and the subjects as a whole.

ACS Egham faculty encourages our students to have excellent:

Research Skills – through being..
- **Inquirers –** who acquire the skills necessary to conduct inquiry and research.

Communication Skills through being...
- **Communicators –** who are able to, through written, verbal and non-verbal communication, paraphrase and recognise contribution in an ethical way that acknowledges the existence of the ideas of others.

Thinking Skills through being...
- **Thinkers –** who make ethical decisions regarding nature and content of work, being mindful of their peers, their teachers, the school community and the IB examiners coming from a wide range of cultural backgrounds.
- **Reflective -** who are able to view sources and reflect upon their value and reliability
- **Knowledgeable –** who explore concepts, ideas and issues with natural curiosity.

Social Skills through being...
- **Caring –** who value the hard work and intellectual property of others
- **Principled –** who act with integrity and honesty and take responsibility for their own actions
- **Open-minded –** who are accustomed to seeking and evaluating a range of points of view.

Self-Management Skills through being…
- **Balanced –** who are able to recognise and provide argument using a variety of different sources
- **Risk takers –** who are brave and articulate in defending their beliefs.

1. **Academic Honesty**

   The IB organization gives no precise definition of academic honesty, rather it has stated in several documents that: "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" (*Academic Honesty in the IB Educational Context*)

   "The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment." (Article 20, General Regulations)

   Thus, academic dishonesty can be considered "any act (deliberate or inadvertent) that compromises an assessment process" and has:
   - Negative impact on the trust and credibility of academic qualifications.
   - Undermined the learning process of hiding that students are failing to meet the learning objectives
   - Misrepresented the achievements of students and reinforced future behaviour
   - Disadvantaged students that are completing the assessment process with integrity.
     (IB Conference Presentation by Matthew Glanville, Vienna, 2018)

According to the IB, "academic misconduct is action by a student that infringes IB rules and potentially threatens the integrity of IB examination and assessment". Similarly, "maladministration is an action by an IB World School or an action by an individual associated with an IB World School that infringes IB rules and potentially threatens the integrity of IB examinations and Assessment"

(IB Conference Presentation by Matthew Glanville, Vienna, 2018)

1.1. Academic Honesty is demonstrated in the PYP through the following examples:

1.1.1. You make ethical decisions and take responsible action when using information.

1.1.2. You act with integrity and honesty acknowledging works that are written by others.

1.1.3. You accept responsibility for your own work.

1.1.4. You thoughtfully consider academic honesty practices throughout your learning

1.2. Academic Honesty is demonstrated in the MYP and DP through the following examples:

1.2.1. You create authentic work, based on your own ideas and words

1.2.2. You respect the intellectual property rights of others by giving accurate credit to the sources used in your work

1.2.3. You show that you understand the difference between collaboration and collusion. There will be times when students are required to work collaboratively in groups, have discussions about assessment tasks, and collect data, which is often done in the Sciences. The analysis of data and the final assessment task produced however must be completed individually and tasks will be graded individually. Any common work (other than data tables) or similarly worded tasks submitted by more than one student is considered collusion and will attract consequences as outlined in this policy and the IB General Regulations for academic honesty.

1.2.4. You adhere to the designated rules for all assessments, including external exams

1.3. Academic misconduct is demonstrated in the PYP through the following examples:

1.3.1. You are not responsibly applying information technology, and media to your learning

1.3.2. You do not acknowledge authorship and demonstrate respect for the ideas of others

1.3.3. You do not share information in an ethical manner with others. An example of this occurs when you take all the books out of the library on a subject which several people are researching and refuse to share it.

1.4. Academic Misconduct is demonstrated in the MYP and DP through the following examples:

1.4.1. You intentionally or unintentionally, represent the ideas, words or work of another person as your own by not giving proper acknowledgment through correct referencing. You might also use translated materials which are not acknowledged. Both of these instances are known as **plagiarism.**

1.4.2. You **collude** with another student or students in committing academic misconduct. An example of this occurs when you, knowingly or otherwise, allow your work to be copied and/or submitted for assessment by another person or persons. Whether or not you know that your work will be submitted by someone else, you will still be considered culpable and will be subject to the same consequences. Situations like this sometimes happen when a student shares their work with another student so that another student can see an example of what the work should be like. Any work shared as an example should be provided by the teacher, not by another student. Another example is when you collaborate in a group, the work is not shared equitably but equal credit is given to all group members.

1.4.3. Your conduct in an assessment is dishonest, including during external exams. This may involve taking **unauthorised materials** into an exam; behaviour that disrupts the exam or may distract other students; communicating with another student during the exam; and any other specified activities set down by the exam board or school.

1.4.4. You present your own work to be assessed when it has already been **submitted by you for another assignment**. If the data and research is used for one piece of work it cannot be resubmitted as part of another assessment such as, but not limited to, an IA, EE or EA.

1.4.5. You **falsify** or fabricate results for a survey, experiment or other research activity.

1.4.6. You submit work as your own but has been **produced by others**.

1.4.7. You **misrepresen**t yourself by impersonating an IB candidate.

1.4.8. You attempt to **access IB examinations** before the examination is held.

1.4.9. You receive **examination materials early.**

1.4.10. You **help another candidate/s in committing an act of academic misconduct.**

1.4.11. You **submit unethical work.** The IB has guidelines for ethical experimentation.

1.4.12. You submit **offensive material, inflammatory or hateful work**, which the IB may refuse to mark. This includes student comments and drawings on examination papers.

1.5. Examples of good practice to promote academic honesty is demonstrated in the MYP and DP through the following:

Study Skills

As much as all IB MYP and DP teachers are considered language teachers responsible for the development of a student's ability to use language within their subject area, understand command terms etc, at ACS Egham we also consider all faculty to be teachers of academic honesty who, in their everyday teaching, continue to build students' skills for planning, researching and practicing the correct methods for citation and choosing authentic resources with academic integrity.

It is important that this policy continuum document is not considered independently, but as part of the process of learning about academic honesty from PYP to MYP and through to the IB Diploma. At ACS Egham, discussions about academic honesty take place primarily in subject lessons, however they also form part of the Advisory programme. In High School, all students in grades 9 and 10 take part in a programme of Study Skills.

In addition, Gr 11 and 12 students undertake study skill workshops delivered by external providers as well as those delivered within the advisory program supervisors. This programme is intended to supplement skills taught in subject classes, including the basics of Academic Honesty, research methods, analysing and choosing information sources, citation using Noodletools and the basic premises of the Academic Honesty Policy. These Skills curriculum is planned jointly by the Study Skills / Student Services teacher, IB Coordinators and Librarians, and input is invited from Heads of Department, Principals, Assistant Principals, Academic Dean and Approaches to Learning Coordinator.

Research and ACS Egham Library

ACS Egham's Upper School Librarian and Library are integral parts of the process for educating students about academic honesty. The Upper School Library works with students in both the MYP and Diploma programmes closely in a number of ways, including formal presentations, sessions on areas such as a correct referencing and citation and in informal support for MYP students during areas of independent research like the Personal Project.

The ACS Egham library resources can be searched online at the following website:

- Go to: http://acs-schools.libguides.com/welcome or http://www.acs-schools.com (password: online)

ACS Library: Online Databases, Books, Periodicals, Links – How to Get There?

The library provides and publicises many authentic and authoritative sources to enable students to understand that simply relying on the Internet as a research tool can be problematic. These include the following database sources:
- Destiny (the online database for library materials at all ACS libraries)
- Encyclopaedia Britannica Schools Edition
- Britannica Global (a series of Encyclopedias in various languages)
- Britannica Image Quest
- Questia School
- SIRS

- GALE Student Resources in Context
- Facts On File Science Online
- Philip Allan Journals Archive
- Oxford Art & Music Online

Noodletools

This is the ACS Egham citation builder and a tool for taking notes from online and print sources. It is compulsory that all students use this site for their bibliography and notes. Teachers also have access and are able to assist students by making comments on their sources and note taking. More information and tutorials are available on the LibGuides website.

What Can Noodletools Do for Students?

Personal Project Guidance and Co-ordination

The Personal Project is a student's own personal enquiry and the culmination of many skills within the IB Middle Years Programme. The evidence a student must gather in their research must be used to develop their intended Personal Project product or outcome. Students need to support points with references to their research and these must be cited using the MLA style of referencing.

Students are encouraged to not overly rely on quotations, as simply quoting your sources does not demonstrate the qualities of analytical thought and evaluation that you are awarded marks for. However all ideas and words researched must be cited – and all students should understand that a good Personal Project should show evidence of many sources and citations throughout the final project report. The Upper School library runs a website called LibGuides which gives clear guidance about how to do this – http://acs-schools.libguides.com/ee. The Personal Project student handbook also contains information about evaluation of sources, correct citing and the structure of the project report.

Extended Essay Guidance and Co-ordination

The EE is a student's own personal enquiry and the culmination of many skills within the IB Diploma Programme. The evidence a student must gather in their research must be used to develop their own arguments to reach a valid conclusion. Students need to support points with references to their research and these must be cited using either of the two styles discussed in this policy.

Students are encouraged to not overly rely on quotations and that simply quoting your sources does not demonstrate the qualities of analytical thought and evaluation that you are awarded marks for. However all ideas and words researched must be cited – and all students' should understand a good Extended Essay as any research essay should have many sources and citations throughout. The Upper School library runs a website called LibGuides – with further information and advice for students regarding their Extended Essay – http://acs-schools.libguides.com/ee.

Viva Voce and Plagiarism

The *viva voce* is a short interview of between 10 and 15 minutes during which a students' supervisor asks questions about their essay and the process by which they produced it. The aim of the interview is to check on plagiarism (i.e. it is all their own work), to give students' an opportunity to reflect on the successes and challenges they faced producing the essay.

2. Expectations and Responsibilities of Members of the ACS Community

IB World Schools have responsibilities to ensure that their students "understand and comply with all assessment requirements for IB programmes, which includes fair and genuine completion of all assessment components by the students." *(IB Conference Presentation by Matthew Glanville, Vienna, 2018)* The IB Standards and Practices, C3.4 Teaching and learning promotes the understanding and practice of academic honesty and B1.5The school develops and implements policies and procedures that support the programmes, provide guidance and articulates the school expectations.

2.1. Administrators (including HoS, Principals, Assistant Principals, Coordinators, Academic Dean, Counsellors) will:

2.1.1. Assist in establishing a school culture that actively encourages academic honesty

2.1.2. Communicate to all stakeholders and ensure the regular review of the academic policy is undertaken by all stakeholders.

2.1.3. Provide professional development for teachers in academic honesty best practices.

2.1.4. Support teachers in following through with the procedures and protocols of the academic honesty policy.

2.1.5. Ensure that members of the community know and understand the expectations, rules and regulations for the taking of tests, quizzes and exams, including external exams.

2.1.6. Ensure that members of the community are made aware of policy changes or updates

2.1.7. In the case of academic misconduct by a member or members of staff, provide guidance and reflection so that lessons can be learned by the staff member/s and the community.

2.1.8. Notification of any breach for any breach in the procedures for the secure storage of IB examination materials or conduct of the examinations.

2.1.9. Ensure that teachers and administration members are held accountable for breaches of compliance with the school's and the IB academic honesty regulations.

2.1.10. Support the IB in any investigations into breaches of academic honesty procedures and following guidance provided by the IB.

Level 1	- Undue assistance to a limited number of students in completion of coursework (templating, over-editing) - No compliance with exam paper delivery mandatory requirements, such as - Not enough invigilators - Not sealing exam papers in exam hall - Not sending exam papers immediately to scanning centres - Giving unauthorized extra time to complete papers - Authenticating work that might not be candidate's own work - Significant number of plagiarism cases
Level 2	- Undue assistance to a considerable number of students - No compliance with exam paper delivery mandatory requirements, such as: - Unauthorized rescheduling of an exam - Failure to ask students to surrender unauthorized materials - Allowing candidates to share materials during the exam - No compliance regarding IAA arrangements
Level 3	- Falsification of coursework marks - Assisting students with the completion of answers to exam - Leaving students unsupervised during the exam - Amending responses to completed/finished exams - Failure to inform the Assessment Division of potential student academic misconduct or an examination security breach - Failure to maintain examination material security

(IB Conference Presentation by Matthew Glanville, Vienna, 2018)

2.2.   Teachers (and Administrators) need to ensure that all areas of their work are conducted in compliance with this policy and those of the IB. As such teachers and all other stakeholders will:

2.2.1. Assist in establishing a school culture that actively encourages academic honesty.

2.2.2. Ensure that students are aware of what constitutes academic honesty and misconduct.

2.2.3. Ensure students are aware of the IB Ethical Guidelines for experiments and ethical work.

2.2.4. Ensure that students are aware of the referencing styles used at ACS.

2.2.5. Explicitly teach students how to use the school's referencing tools (i.e. Noodletools) where appropriate; and how to properly reference the words and ideas of others within their own works.

2.2.6. Model good practice in all their presentations and resources, by referencing sources and recognising contribution.

2.2.7. Use online and print resources ethically, legally and responsibly.

2.2.8. Participate in academic honesty and referencing workshops presented as part of professional development.

2.2.9. Ensure that students know and understand the expectations, rules and regulations for the taking of tests, quizzes and exams, including external exams.

2.2.10. Proactively monitor students' work habits to guide academically honest practices.

2.2.11. Explicitly include academic honesty in assessments.

2.2.12. Teachers have a role to play to ensure that students do not produce work that is offensive, inflammatory or hateful. The IB my refuse to mark such work.

2.2.13. Continuously evaluate students' work and take appropriate action when academic misconduct has occurred. This will include reporting the incident to the appropriate member of the Divisional Leadership team.

2.3. Students will:

2.3.1. Go through the academic honesty policy with their parents/guardians and teachers. If they are unsure of any part of the policy, they will ask someone to explain it to them. This could be a parent/guardian, a teacher, or the librarian.

2.3.2. Make sure that they understand and follow the rules for all assessments, including tests, quizzes, and exams (e.g. semester, end of year, MAP, GCSEs, MYP and DP).

2.3.3. Make sure that they know how to reference (cite) their sources and make every effort to do so correctly. If they are unsure, they will ask for help from someone who does know, such as a teacher, librarian, or parent.

2.3.4. Use the school's referencing style (e.g. MLA until grade 11) and the school's online referencing tool (Noodletools). If they are unsure of any aspect, they will ask for help from a teacher, or librarian.

2.3.5. Use online digital and print resources ethically, legally and responsibly. If they are unsure they will ask for help or advice from a teacher, librarian or parent/guardian.

2.3.6. Make sure they understand what the teacher expects of them when they are working with a partner or in a group and ask the teacher to explain again if they don't.

2.3.7. Ensure that should they receive help in completing an assignment (from a parent, tutor, peer coach, etc), they acknowledge this help to their teacher.Students in the DP are asked to sign a confirmation that all IA work is there own. Teachers must feel confident that it is the student work before confirming an upload of an IA.

2.4. Parents/Guardians will:

2.4.1. Assist in establishing a school culture that actively encourages academic honesty.

2.4.2. Read and discuss the academic honesty policy with their child(ren) and agree to it by signing the appropriate document.

2.4.3. Have an awareness of academic honesty and malpractice and its ethical underpinnings so that they can support their child(ren).

2.5. Tutors of students (whether they be involved in peer to peer tutoring, parent to child tutoring or teacher to child tutoring,) will:

2.5.1. Assist in maintaining a school culture that actively encourages academic honesty

2.5.2. Have an awareness of academic honesty and malpractice and its ethical underpinnings so that they can support the child or children they are tutoring

2.5.3. Ensure that work completed during a tutoring session and which is to be assessed by a class teacher, is wholly the work of the student. This particularly applies to any feedback, whether verbal or in writing, for internal assessments of the diploma programme.

3. Definitions and Consequences of Academic Misconduct

3.1. Types of Academic Misconduct

3.1.1. Referencing Errors (including omission, incorrect formatting, etc.) Definition: Referencing means acknowledging someone else's work or ideas, when you have used them as part of your own work. In order to do this, a referencing style such as MLA is used:
- In the body of the work (in-text referencing or citation) AND
- Linking citations to the list of works cited (also called a reference list or bibliography). (See Appendix)

Where referencing mistakes occur in PYP and MYP, it is felt that they should be treated as part of the learning process. However, repeated mistakes with no attempt at correction may be approached differently.

3.1.2. Plagiarism

Definition: Plagiarism is defined as any accidental or deliberate use of someone else's ideas, words or work, including the use of passages, where only a few words have been changed, without "proper, clear and explicit acknowledgment". (Garza 5). Furthermore, this would include the use of one's own work from a previously written document/assignment

3.1.3. Collusion

Definition: For the purpose of this policy, collusion is defined as "the active cooperation of two or more students to deceive a teacher or instructor ("Plagiarism and Collusion"). For example if knowingly or not, you allow any of your work to be submitted by another person for assessment as if it were their work, this is considered to be collusion ("Plagiarism and Collusion"). Finally, it is considered collusion, if you collaborate in a group and the work is not shared equitably but equal credit is given to all group members. (For a further explanation see page 1, paragraph 5, bullet point 2

3.1.4. **Academic Malpractice** For the purpose of this policy, Academic Malpractice will be defined as any action (other than plagiarism or collusion) which are deemed to be dishonest and undermine the integrity of the academic community. In particular, this relates to fabrication or falsification of results, the breaking of internal or external exam regulations, and any other infringement yet to be defined.*

3.1.5. **Social Media** the IB acknowledges there are 2 elements of social media. Firstly is where students proactively seek information on assessment through social media platforms. This can include students who post information about an assessment on social media, essentially sharing that information for unethical purposes. Secondly is where students are exposed to information, which has not been actively nor proactively sought, however, through social media they have been exposed to that information inadvertently. In this case, where students have access to this information the student **must immediately** report this to the MYP or DP Coordinator, who will then report this to the IB. A delay in a student reporting the information will be considered academic malpractice. Students are expected to not discuss any IB external assessment within **24 hours** of the assessment occurring.

3.2. Consequences for Academic Misconduct in PYP

- Where appropriate, in instances of **academic misconduct**, the PYP student will be:
- Given the opportunity to explain or describe the situation;
- Supported in identifying what form of academic misconduct has taken place;
- Involved in a conversation about the form of action that should take place to rectify the situation;
- In the case of referencing mistakes, a student will be assisted in learning how to correctly reference their source or sources.
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3.3 Consequences for Academic Misconduct in MYP and DP

3.3.1 Referencing Errors
In the case of referencing errors by a student, the following may apply:

- The student is supported in identifying what mistake has taken place
- The student is given appropriate instruction to correct their mistake/s
- The student is allowed to redo and resubmit the task.
- An administrator **will** be informed.

3.3.2 All Other Forms of Academic Misconduct

In cases where a student has:

- Committed repeated instances of referencing errors, where no attempt to correct the errors or avoid making the same mistakes has been made;
- Submitted work which is not wholly their own;
- Purchased a document or product (i.e. artwork, music piece, etc) and submitted it as (part or all of) their work;
- Committed collusion;

- Fabricated or falsified results;
- Broken the regulations of internal or external examinations;
- Committed any other infringement yet to be defined.

the following will apply:

- The student is supported in identifying what mistake has taken place
- A member of the divisional leadership team will be informed
- Parents will be informed in writing and/or called to a meeting.

MYP and DP Procedures for Academic Misconduct

As with all consequences each incident will be treated on its own merits and the following actions are set for guidance only. This is due to the nature of malpractice and an incident of blatant copying (Intentional) needing to be treated differently to an incident for example of one missed citation (Unintentional) shown through Turnitin. In all incidents where it is obvious that there has been no intention – then in the first instance the school is looking to educate and support the student. However it must be noted that the IB does not differentiate with regard to intention when it comes to issues of malpractice and this will be made clear to all students.

First Offence
- Student may receive a zero for the assignment, test, exam, etc
- Teacher informs parent in an interim report/email of the incident and possible effect on the student's grade
- Discipline referral made to Academic Dean/Assistant Principal
- Review of expectations and support provided – outcomes communicated to parents
- Work re-submitted to teacher
- Possible exclusion from semester academic and community awards – note other disciplinary consequences may happen as suggested below if the nature and intention of the offence is considered necessary for further consequences.

Second Offence
- Student will receive a zero for the assignment, test, exam, etc
- Disciplinary referral made to Academic Dean/Assistant Principal
- Review of expectations and support provided
- Work re-submitted to teacher
- Parent conference with teacher, student, Academic Dean/Assistant Principal and MS/HS Principal
- Exclusion from semester academic and community awards
- Possible disciplinary consequences discussed with MS/HS Principal
  - MYP consequences could include withdrawal from IBMYP Certificate, withdrawal of assessment and allowed to redraft and submit under examinations conditions, temporary exclusion, academic probation.
  - DP consequences could include withdrawal from IB Diploma, withdrawal of component from Internal Assessment, withdrawal of assessment and allowed to redraft and submit under examination conditions in school,

withdrawal from one subjects external examinations, HS American Diploma and graduation withheld, withdrawal from all external examinations, temporary exclusion, academic probation.

Third and Subsequent Offences
- Student will receive a zero for the assignment, test, exam, etc
- Discipline referral made to MS/HS Principal
- Review of expectations and support provided
- Parent conference with teacher, student, Academic Dean/Assistant Principal and MS/HS Principal
- Exclusion from semester academic and community awards
- Possible disciplinary consequences discussed with MS/HS Principal
  - MYP consequences could include withdrawal from IBMYP Certificate, withdrawal of assessment and allowed to redraft and submit under examinations conditions, temporary exclusion, academic probation.
  - DP consequences could include withdrawal from IB Diploma, withdrawal of component from Internal Assessment, withdrawal of assessment and allowed to redraft and submit under examination conditions in school, withdrawal from one subjects external examinations, HS American Diploma and graduation withheld, withdrawal from all external examinations, temporary exclusion, academic probation.

Depending on the seriousness of the academic breach, the Principal, Assistant Principal or Academic Dean may decide that a second or third consequence is more appropriate. Therefore, consequences are at the discretion of administration and these procedure are for guidance only.

4.0 Referencing at ACS Egham International School

ACS Egham International School has adopted the MLA referencing style for use from primary school, where it is introduced in grade 4, to the conclusion of MYP in grade 10. In grades 11 and 12, students may use MLA, APA or Chicago depending on the discipline. To assist students and teachers, Noodletools is used from the introduction of referencing as a tool for the creation of works cited lists and in-text references, for online note taking and to assist in essay writing. Various tools and workshops are provided to students, teachers and parents to assist them in understanding the process.

Primary
In primary grades, the importance of referencing sources is introduced as soon as students start to do their own research. Initially, it may take the form of students including the author and title of a book or the URL of a web source used in their work. Later in grades 4 and 5, students will start to use MLA style through Noodletools at the **starter** or **junior level** . By the end of grade 5, in preparation for Exhibition, students will be introduced to the advanced version of Noodletools, which will enable them to reference a wider range of source types in MLA.

Middle Years Programme
From the start of MYP in grade 6, students learn the importance of referencing their sources with MLA and the use of the school's referencing tool, Noodletools. Initially, they will be creating works

cited lists only but as the year progresses, they will be introduced to in-text citations, their use and placement.   Through grades 6 to 10, students will receive feedback on their referencing skills, leading to mastery by the conclusion of grade 10. Students new to the school and the skills of referencing will be provided with assistance to gain mastery.

Diploma Programme
In grades 11 and 12, students have the choice to use one of three referencing styles according to the discipline. In history, students will use Chicago style with footnotes; in psychology, they will use APA; and for all other disciplines they will use MLA.

The Teacher as Role Model
Teachers act as a role model to students by referencing in a works cited list or bibliography, the sources that they have used in their handouts, slide presentations and web resources. This would include all images used in various formats.

Not all Sources Are Created Equal
Learning the ins and outs of choosing appropriate sources can be a long process. School aged researchers are faced with an array of sources and often lack the skills to discern those which are useful or appropriate and those which are not. In various areas of academia, websites such as **Wikipedia** or **Biography Online**, to name but two, are not seen as appropriate or credible sources for student research as they may not properly reference the information they provide. This is not always the case but since it may be difficult for the student researcher to recognise when referencing is insufficient, it is best for them to approach these sites with caution. They may still access these web sources but should be encouraged to use them as a jumping off point in their research where they can find reference to other print and/or digital sources and mine the sites for keywords and search terms for further searches.

More experienced researchers may act as guides to students through the research process, assisting them in honing their information literacy skills relating to:

● The development of search skills (e.g. use and development of search terms; use of search engine advanced tools, etc)

● The use of various strategies to ascertain the reliability of a source (e.g. fact checking strategies, reliability rubrics)

● The use of predetermined reliable sources such as online databases provided by the school and other libraries

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Appendices

1. MYP External Exam Regulations for Students and Teachers
2. DP External Exam Regulations for Students and Teachers
3. School Referencing Guide
4. External Exams Academic Honesty acknowledgement
5. Academic Honesty Student/Parent Agreement Signature Sheet

Academic Honesty Policy 2018/19

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