



RAFFLES WORLD ACADEMY

ACADEMIC HONESTY POLICY



Introduction

As an IB Continuum School offering the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP), we take pride in our students' ability to challenge some of the most academically rigorous programmes in existence.

While we all come from different cultural backgrounds and value systems, it is our responsibility to create a learning environment that will preserve our core values of achievement, honesty, care, communication, commitment and responsibility.

What is academic honesty?

In an ever-changing world and multicultural environment such as that at Raffles World Academy (RWA), it is important that we define clearly the term 'academic honesty' and explain the importance of having an Academic Honesty Policy in our school.

According to the IB:

"Academic honesty must be seen as a set of values and skills that promote personal honesty 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".

MYP: From principles into practice (September 2014)

For our students, this means:

- when you say you did the work yourself, you actually did it *yourself*. You did not copy from another student, get a family member or the internet to do it for you.
- when you work in pairs or in a group to share ideas on a common project, otherwise known as *collaboration*, you do your best to avoid others doing the work and copying that work. This is *collusion* and should be avoided at all costs.
- when you take an idea or even some information from another person's work, be it from a book, the internet or any outside source, you must quote that source openly and accurately.

The RWA MYP Honour Code

At RWA we expect our students to take responsibility for their learning and strive to have them experience the satisfaction of genuine academic achievement.

We ask our students to make the following pledge:

1. I promise to be *knowledgeable*, original and informed in my work.
2. I promise to be *an inquirer* to research with enthusiasm, to acknowledge the ideas of others and take the time to reference my work.
3. I promise to be *a communicator*, working collaboratively with other students, sharing ideas

and information for a common goal; however, I promise to avoid *collusion*, either copying from another or allowing my work to be copied.

4. I promise to be *principled*, to sit an honest exam by not taking unauthorized material into the exam room. I pledge never to accept an exam paper or answers from another person or the internet.
5. I promise to be *reflective*, to do the right thing and inform my teachers of any malpractice I am aware of.
6. I promise to be *caring* and say “no” to anyone who tries to copy my work or use my answers during an exam so neither the other person’s honesty or mine is compromised.
7. I promise to be truthful and honest at all times.

Our Expectations

Academic honesty is an assessed strand appearing in all eight subject groups and it is developed across the MYP curriculum as part of developing students’ Approaches to Learning (ATL) skills.

Each **STUDENT** will maintain and support academic honesty at RWA by:

- completing all assigned activities and assessments with honour, avoiding cheating, lying and stealing or any other behaviour that may be considered dishonest,
- taking full responsibility for their learning and actions, understanding the need to respect all forms of student work in the MYP as well as forms of written and creative expression that are protected by law. This would include works of literature, art or music.
- being principled, working with honesty and with a strong sense of fairness, justice and respect,
- making reasoned ethical decisions and applying thinking skills critically and creatively to solve problems while understanding the concept of intellectual property rights such as patents, trademarks, registered designs, copyrights, etc,
- understanding RWA’s Academic Honesty Policy and any guidelines that may be set by teachers when working on assessments and the MYP Projects (Community and Personal).

Each **TEACHER** will maintain and support academic honesty at RWA by:

- providing students with opportunities for citing and referencing as well as constructing a bibliography. Teachers will work closely with the RWA Librarian who will conduct information sessions on referencing, using online Harvard Referencing Guides and Questia, a research database we subscribe to.
- providing learning opportunities for students to make distinctions between collaboration and collusion¹
- drawing attention to the RWA MYP Academic Honesty Policy whenever applicable in subject lessons
- explaining or clarifying any questions on the Policy that students may have
- making available to students and parents clear and specific guidelines for working on subject assignments and assessments. This should be made explicit in the Task Specific Clarifications.
- explaining the use of permissible study aids such as the use of dictionaries, tutors, etc. in coursework
- checking for plagiarism in students’ work using the Turnitin link via Managebac

¹ *Collaboration* may be loosely defined as working together with a common aim, involving permitted open and cooperative behaviour that does not allow one’s work to be copied or submitted by another. *Collusion* occurs when a student uses fellow learners as an unattributed source.

- reporting to an appropriate member of staff any violations of the RWA Honour Code and following through on any consequences suggested by a Head of Department, Coordinator or Senior Management
- keeping a record of RWA Honour Code offences
- maintaining absolute honesty in the testing and examinations process
- demonstrating in all their activities, the principles outlined in the Honour Code

Each **ADMINISTRATOR** (Head of Department, Head of Grade, Academic Coordinator or SLT member) will maintain and support academic honesty at RWA by:

- making available to all teachers, students and parents a copy of the RWA MYP Honour Code via the RWA website
- scheduling Academic Honesty information session in collaboration with the RWA School Librarian in order to develop our students' understanding of academic honesty
- encouraging regular review of the Academic Honesty Policy and managing modifications, if necessary
- administering fair and consistent consequences on breach of the Code
- keeping records of RWA Honour Code offences
- maintaining absolute honesty in examination administration
- demonstrating in all their activities, the principles outlined in the Honour Code

Each **PARENT/GUARDIAN** will maintain and support academic honesty at RWA by:

- reading the content and understanding the significance of the School's Academic Honesty Policy and recording their acknowledgement of this
- monitoring and supervising, when necessary, the progress of assignments, summative assessments, coursework portfolio and MYP projects
- monitoring the homework diary, if applicable, and following up on communication from teachers
- trusting and supporting the consequences that may follow a breach of the expectations outlined in the Policy

What is Academic Dishonesty?

At RWA, we have a zero tolerance policy towards academic dishonesty. Academic dishonesty is an action of deceit towards RWA and also towards one's self. In order to be true to the values that our institution dictates, we expect our students to have the honesty and the discipline to do what is right for their own learning and to promote healthy learning at our school.

Academic dishonesty and malpractice consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in school. Most, although not all, such attempts fall into one or more of the following three categories:

1. Plagiarism

Deliberately presenting work, words, ideas, performances or any other tasks, in whole or in part from a source external to the student, as though they are the student's own efforts and endeavours. Examples of plagiarism include, but are not limited to the following:

- a. Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student's own, in any academic exercise.

- b. Buying, selling, bartering, colluding or in any other fashion obtaining or distributing material to be used inappropriately as part of any academic exercise.
- c. Failing to acknowledge and reference, where necessary, the true source of information included in a paper, written or oral assignment, assessment or examination, or any other academic exercise. This involves the development of information literacy skills, a skill cluster under 'Research' in the ATLS.

Students at RWA use the Harvard Referencing System for all citations, references, etc.

2. Cheating

Distributing or receiving answers, data, or any other information by any means other than those expressly permitted by the school, exam board or subject teacher as part of any academic exercise. Examples of cheating include, but are not limited to the following:

- a. Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, assessment, homework, or any other exercise in which the student is not expressly permitted to work jointly with others.
- b. Assuming another individual's identity or allowing another person to do so on a student's behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.
- c. Using any electronic or non-electronic device, tool, or other form of study aid during an examination, assessment, quiz or test, or any other academic exercise **without** the specific permission of a teacher or course coordinator.

3. Other Forms of Academic Misconduct

Falsifying or fabricating data, records, or any information relevant to the student's participation in any class, course or academic exercise, or tampering with such information as collected or distributed by the school, subject department or examination board. Examples of academic dishonesty include, but are not limited to the following:

- a. Falsifying, or attempting to falsify, attendance records, grades or comments of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
- b. Inventing, fabricating, or falsifying data as part of the completion of any academic exercise.
- c. Knowingly furnishing false information (or facilitating the furnishing of false information) to others in a way that impacts on student achievement, honesty, or fair opportunity in an assignment, assessment or examination.

IMPORTANT NOTE

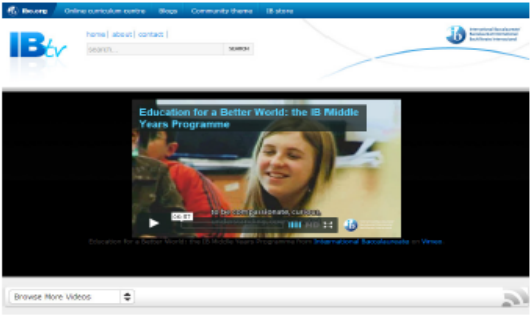
The above list of offences is not intended to be fully exhaustive of all potential instances of academic dishonesty. Heads of School, Heads of Departments, Heads of Grade, Administrators and Teachers may identify and treat as malpractice any individual cases of academic dishonesty not outlined above.

Consequences of Malpractice

In the event that a student at RWA is found to have failed in following any of the guidelines of this document, one or more of the following procedures may be applied:

- A meeting will be held with the relevant subject teacher, Head of Department and parent/guardian of the student.
- The relevant Head of Grade and Academic Coordinator will determine the severity of the offence and implement an appropriate response. At all times, information on consequences will be communicated to parents.
- Students found to have committed plagiarism will be put on academic probation for a defined period. Progress of the student in the area of concern will be monitored and feedback provided to parents.
- Students found to have gained credit through dishonest academic behaviour will have consequences applied to them according to the severity of the offence. Offences of a more serious nature, such as theft or examination malpractice may result in a range of consequences, from disqualification from the exam to expulsion.
- IB regulations will apply to all students being entered for assessments, including e-Portfolios and MYP Projects, under the relevant governing board.

Examples of Effective Citing and Referencing:

		Citing an online video clip	Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (<i>Education for a Better World</i>).	 <p>Reference: IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327. Accessed 30 November 2013.</p>
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (IB 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	
Paraphrase	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (<i>Education for a Better World</i>).	<p>Reference: IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327. Accessed 30 November 2013.</p>
	Author-date	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (IB 2010).	
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		Citing printed sources	Source material
Quotation	Author	Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2).	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author-date	Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012: 2).	
	Numbered footnote	As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . P 2.	
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).	<p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author-date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . P 2.	

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is "a vital survival skill", Royce points out that, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important".	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference: Royce, J. 1995. <i>Reading Matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	Royce, suggesting that ability to read is "a vital survival skill", added, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important" (1995).	
	Numbered footnote	In declaring that ability to read is "a vital survival skill", Royce points out that, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important". ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	<p>Reference: Royce, J. 1995. <i>Reading Matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

The Academically Honest Student...

Does	Does Not
<ul style="list-style-type: none"> • Document source material in a formal and appropriate manner. • Use direct quotations appropriately. • Understand the concept of plagiarism. • Understand the consequences of cheating regarding both school-based work and external examinations and assessments. • Acknowledge explicitly and appropriately help provided by another person. • Follow all exam rules. 	<ul style="list-style-type: none"> • Copy the internal assessment work of other students. • Give another student his/her work to copy. • Use notes during a test unless allowed by the teacher or permitted by the examination rules. • Do homework for another student. • Present material written by another student as his/her own. • Purchase and submit pieces written by someone else. • Write essays for other students. • Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

Acknowledgement of RWA's Academic Honesty Policy

1. By signing this document, I fully acknowledge and declare that I have read and understand the RWA's policy on Academic Honesty.
2. I understand that it is my responsibility to ensure all work submitted is of my own and not the entire or partial work of another/others.
3. I agree to abide by the guidelines set above and will use proper citations, both in-text and as part of the Works Cited section.
4. I have read and understood the document on Effective Citing and referencing
5. I have read the General MYP regulations and failing conditions in the handout from IB and have understood the contents thereof

Student Name (printed):

Student Signature:

Parent Signature:

Raffles World Academy

MYP Academic Integrity Acknowledgement Form 2021-2022

I, the undersigned, acknowledge that I have fully read and understood RWA's academic integrity policy

In order to manage academic integrity, I will support my school and I understand I must:

- ✓ complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of my 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 copyediting 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.
- ✓ respond to acts of student academic misconduct and report them to their teachers and/or MYP Coordinator.
- ✓ respond to acts of school maladministration and report them to their teachers and/or MYP Coordinator.
- ✓ inform my subject teacher if a student asks me for help them by sharing my work with them in a summative assessment task.

In order to avoid committing plagiarism I will ensure the following:

- ✓ Read and understand their school'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 their teachers or tutors 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 Harvard referencing style.

Consequences:

- ✓ If I am caught in case of plagiarism (I have copied from someone, or I have shared my work with someone to help them) I understand that my work will receive no credit.
- ✓ I Understand that there will be no second chances should I be caught in an academic malpractice case. I agree to follow the rules and fully understand the consequences of being involved in an academic malpractice case.

Student Name: -----

Grade: ----- Form: -----

Date: ----- Student signature -----

References

Guide to school authorization: Middle Years Programme (March 2016 update)
Published by IBO

MYP: From principles into practice (September 2014 update)
Published by IBO

MYP Projects Guide (March 2016 update)
Published by IBO

MYP Sciences Guide (September 2015 update)
Published by IBO

Effective Citing and Referencing (Published August 2014)
Published by IBO