



INTRODUCTION

AISS practises an academic honesty policy that has been developed in line with IB expectations.

PURPOSE AND VALUE STATEMENT

Our Mission

To future-proof our children in a VUCA world by developing life skills needed to continuously learn, adapt, and thrive while recognizing their common humanity and shared guardianship of the planet.

Our Vision

To be at the forefront of developing aspirational active lifelong learners.

Our School Ethos

- To develop inquiring, knowledgeable and caring young people.
- To promote intercultural understanding, international-mindedness, and respect.
- To create a better and more peaceful world.

Core Values

- *Quality Education*: Providing the best education with reasonable fees.
- *Character Building*: Instilling good values and virtues in students.
- *Community and Citizenship*: Developing a sense of responsibility and contribution to society.
- *Teacher support*: Creating a positive environment for teachers to thrive.

WHY DO WE HAVE THIS POLICY?

With this policy AISS intends to create an environment of integrity while promoting student learning through inquiry.

This is in accordance with both our Core Value, Character Building, where we aspire to instill good values and virtues in students AND the IB Learner Profile, Principled, that requires them to 'act with integrity and honesty, taking responsibility for one's own actions'.

We are committed to creating an environment of integrity where students understand the importance of academic honesty. Thus, we expect our students to be principled and create work that is entirely their own while recognizing original work through the responsible use of information.

WHAT ARE OUR EXPECTATIONS?

Students should complete all classwork, homework, assignments, projects, etc assigned by the teachers timely and responsibly with the spirit of excellence.

At the same time, they should know that any form of academic dishonesty in work submitted will not be condoned. Teachers, administrators, and parents will hold them accountable.

WHAT ARE THE FORMS & DEFINITIONS OF ACADEMIC DISHONESTY

Forms of academic dishonesty: cheating, collusion, and plagiarism

CHEATING & COLLUSION

Cheating is defined as using unauthorized answers or sources to receive credit for work.

Collusion is defined as working secretly with another or using electronic devices to cheat.

Examples (not limited to these):

- Using or copying & submitting an assignment from another as one's own
- Using AI other than for research purposes - example using AI to generate answers for assignments, tests, exams and copying in part or in whole;
- Copying a peer's words or work in part or in whole
- Allowing another to use or copy work to submit as his or her own
- Looking at another's assessment and submitting the work as one's own
- Knowingly assisting another student in the act of cheating
- Discussing test or quiz questions with students who have not yet taken it
- Misconduct and possession of unauthorized materials during exams
- Taking credit for group members' work without contributing equally
- Purchasing another person's work for submission

PLAGIARISM

Plagiarism is defined as disregarding the ethics of intellectual property by not valuing or properly acknowledging the ideas of others.

Examples (not limited to these) :

- Quoting or paraphrasing all or part of someone else's work without documentation within the body of the work;
- Presenting an idea, theory, or formula originated by another person as one's own;
- Using information without documentation from the source;
- Copying or pasting directly from the internet or another's document.

CONVENTIONS FOR CITING

- For all assignments and assessments, students are to use the APA or Harvard citation format. Please see Appendix for :
 - Reference Examples Guide by American Psychological Association - APA ([Appendix A](#))
 - Harvard Referencing Style Examples ([Appendix B](#))
- Teachers will go through these citation format at the start of an academic year
- Students are encouraged to learn how to cite manually

ROLES & RESPONSIBILITIES IN SUPPORTING ACADEMIC HONESTY

Faculty (teachers, support staff, school counselor)

- Communicate the difference between appropriate collaboration and collusion
- Instruct students on a recognized citation convention for assignments
- Explain the difference between summarising, paraphrasing, citing, and plagiarising and what this looks like at each appropriate level
- Ensure students understand submission of individual assignments represents having not received nor given aid on the said assignment
- Communicate concerns & malpractice offenses with students and via the management, with parents.

Management

- Encourage teachers to report and record academic dishonesty
- Investigate reports of academic dishonesty consistently without prejudice
- Ensure students, teachers, staff and parents are aware of the academic honesty policy - definitions, responsibilities and repercussions
- Provide teachers with professional development on academic writing and referencing
- Provide teachers with tools to guide students on how to maintain academic honesty
- Use plagiarism detection services
- Have a discussion with students and parents for malpractice incidents

Students

- Confirm you understand our academic honesty policy by signing the Academic Honesty Agreement form with your parent/guardian for each academic year
- Be clear that writing your name down on an assignment or assessment certifies it as your own work
- Learn how to include proper citations for assignments
- Ask for guidance when unsure
- Report incidents of academic dishonesty to a trusted teacher / admin staff

Parents, guardians and/or outside support

- Read, understand and sign the Academic Honesty Agreement form with your child/ward for each academic year
- Encourage your child to be academically honest
- Meet up with teachers or management in cases of malpractice to better understand the situation and help your child/ward learn from mistakes

WHAT IS COLLABORATION?

The school views working on group projects, tasks and assignments with others as a good way to develop skills that will be valuable to students in their tertiary years and beyond. Students have the opportunity to collaborate with their peers when permitted in instances where working in groups drives the learning process.

Examples of collaboration include completing projects in groups when assigned by the teacher or forming study groups for quizzes, tests, or assessments. If students are in doubt whether or not they can collaborate in certain assignments, they should not hesitate to ask the teacher.

When students are expected to showcase their skills or knowledge acquisition individually in some instances, then collaboration is not allowed.

WHAT IS COLLUSION?

Collusion is defined as students working together when they are not allowed to, supposed to or directed to do so.

Examples of collusion include students working together when given individual assignments or giving or receiving answers from other students during tests.

Students are responsible for completing assignments that are assigned individually on their own. When collaborating, students are required to work together only in the manner specified by the teacher. If in doubt, students should ask the teacher for clear guidelines and examples of what they should and can do in group work.

Unauthorized collaboration or cooperation/collusion is viewed as a violation of the academic honesty policy.

REPERCUSSIONS

All malpractice incidents will be recorded in the school's Discipline Records file and a warning letter will be issued after investigation and a discussion with the student and parent/guardian.

Appropriate consequences will be meted out based on frequency and recurrence of the offence according to the school's discipline protocol found in the Student Handbook.

REPORT AND APPEALS

If the student is suspected of cheating/collusion or plagiarism, teachers will report to the Head of Department, MYP Coordinator and/or Head Teacher and provide the necessary documentation for evidence.

The school will reassess the student's work based on the evidence received within 7 days from the day the report was received.

The school will communicate with the student and his/her parent/legal guardian and inform them whether or not cheating/collusion or plagiarism took place based on all the available evidence.

If it can be determined that cheating/collusion or plagiarism took place, then the School will take the appropriate action based on the extent of cheating/collusion or plagiarism in accordance with the Student Handbook not later than 14 days after the day the report was submitted to the School.

At this point, no appeals will be entertained. The decision of the School is final.

COMMUNICATION PLAN

This academic honesty policy will be published on the school's website. Parents will be notified of this policy via the School2Me app. Homeroom teachers will discuss this policy with students at the start of each term. The school will constantly work on communicating the importance of academic honesty throughout the academic year through various means such as infographics, short informative videos, etc.

REVIEW OF THE ACADEMIC HONESTY POLICY

The academic honesty policy will be reviewed at least once each academic year and revised accordingly if required.

ACADEMIC HONESTY AGREEMENT

Any and all work that I submit to any teacher for consideration, assessment or competitions will be my own authentic work. This includes all homework assignments, tests, quizzes, entries for competitions, end-of-term exams, formative assessments (IB Only) and summative assessments (IB Only)

I will learn how to write citations properly to acknowledge someone else's work or ideas and will appropriately acknowledge all uses of someone else's work or ideas. I understand that I can ask for help if I am unsure about what constitutes honesty in any of my assignments.

I will submit only work that I have completed independently. I will not allow other students to copy or to submit work that I have completed.

I have read the school's academic honesty policy.

Student name: _____

Student signature: _____

Date: _____

Parent/Guardian acknowledgement:

I have read the school's academic honesty policy. I have reviewed it with my child.

Parent/Guardian name: _____

Parent/Guardian signature: _____

Date: _____

APPENDIX

Appendix A : (APA Style Common Reference Examples Guide 7th Edition)

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the Publication Manual of the American Psychological Association (7th ed.).

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake.

Newsweek.

<https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explainedmirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. The Media Psychology Blog. <https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). Mindful sport performance enhancement: Mental training for athletes and coaches. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), Promoting mind–body health in schools: Interventions for mental health professionals (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In APA dictionary of psychology. Retrieved April 24, 2022, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). Comprehensive implementation plan on maternal, infant and young child nutrition. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). How playful learning can help leapfrog progress in education. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). APA reaffirms psychologists' role in combating climate change [Press release]. <https://www.apa.org/news/press/releases/2020/03/combatingclimate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). Well-being is a skill [Conference session]. APA 2019 Convention, Chicago, IL, United States.

https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). Content analysis of undergraduate psychology textbooks (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). Inside out [Film]. Walt Disney Pictures; Pixar AnimationStudios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), Parks and recreation. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). Creating references using seventh edition APA Style [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorialswebinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). Can procrastination be a good thing? [Video]. YouTube.<https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). Smells like teen spirit [Song]. On Nevermind. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). Spring starts today all over America, which is weird [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In The happiness lab with Dr. Laurie Santos. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). Data sharing [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). Citing open source images and formatting references for presentations[PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Tweet (Section 10.15)

Obama, B. [@BarackObama]. (2020, April 7). It's World Health Day, and we owe a profound debt of gratitude to all our medical professionals. They're still giving [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>

Open Educational Resource (Section 10.16)

Fagan, J. (2019, March 25). Nursing clinical brain. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Chandler, N. (2020, April 9). What's the difference between Sasquatch and Bigfoot? Howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfootdifference.htm>

Webpage on a News Website (Section 10.16)

Machado, J., & Turner, K. (2020, March 7). The future of feminism. Vox. <https://www.vox.com/>

identities/2020/3/7/21163193/international-womens-day-2020

Webpage With a Retrieval Date (Section 10.16)

Center for Systems Science and Engineering. (2020, May 6). COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU). Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>

Appendix B : (Harvard Referencing Style Examples Guide)

What is Harvard referencing style?

Citing the work of others helps to make your work more impactful. It could be direct quotes, paraphrases of someone else's ideas, statistical figures, or summaries of main points. There are different methods for crediting resources; Harvard referencing style (or Harvard style for short) is one such method.

Harvard style follows the author-date system and includes two types of citations:

1. in-text citations
2. references

In-text citations

In-text citations are included within the text of the main document. They are placed next to the information you are referencing, so the reader is clear on what information came from another source.

In-text citation example:

(Bloom, 2005) or Bloom (2005) wrote...

References

Every in-text citation has a corresponding reference in a reference list. A reference includes additional details about each source referenced. This enables the reader to refer to the original source, should they need to.

The reference list is a detailed list of all the works consulted while writing. It is placed at the end of the document.

Reference example for the above in-text citation:

Author Surname, Initials. (Publication Year) Title of the text in italics. Place of Publication: Publisher.

Bloom, H. (2005) *Novelists and novels*. Philadelphia: Chelsea House Publishers.

Below are Harvard referencing examples of in-text citations and reference list entries for the different kinds of sources that you might use.

Book

In-text citation structure and example:

(Author Surname, Publication Year)

(Ozeki, 2013)

Reference structure and example:

Author Surname, Initials. (Publication Year) Title. Place of Publication: Publisher.

Ozeki, R. (2013) *A tale for the time being*. New York: Penguin Books.

Book with two or three authors

For books with two or three authors, the names of all the authors are given in both the in-text citation and the reference entry.

In-text citation structure and example:

(1st Author Surname and 2nd Author Surname, Publication Year)

(Lodge and Wood, 2000)

Reference structure and example:

1st Author Surname, Initials. and 2nd Author Surname, Initials. (Publication Year) Title of the text in italics. Place of Publication: Publisher.

Lodge, D. and Wood, N. (2000) *Modern criticism and theory: a reader*. 2nd edn. Harlow: Longman.

Book with four or more authors

If the number of authors is four or more, only the first author's name is used followed by 'et al.',

italicised, which is Latin for 'and others'.

In-text citation structure and example:

(1st Author Surname et al., Publication Year)

(Akmajian et al., 2014)

Reference structure and example:

1st Author Surname, Initials. et al. (Publication Year) *Title of the text in italics*. Place of Publication: Publisher.

Akmajian, A. et al. (2014) *Linguistics: an introduction to language and communication*. 6th edn. Cambridge, MA: MIT Press.

Book with translator

For books with a translator, only the author's name is included in the in-text reference. The translator is given in the reference list entry, along with the language from which it was translated. This comes right after the title.

In-text citation structure and example:

(Author Surname, Publication Year)

(Dostoevsky, 1993)

Reference structure and example:

Author Surname, Initials. (Publication Year) *Title of the text in italics*. Translated from the Language by Translator Initials. Surname. Place of Publication: Publisher.

Dostoevsky, F. (1993) *Crime and punishment*. Translated from the Russian by R. Pevear and L. Volokhonsky. London: Vintage.

Journal articles

Journal articles are highly credible sources of information. The example below was authored by more than three individuals, so the term 'et al.' is used in lieu of listing all authors.

In-text citation structure and example:

(Author Surname, Publication Year)

(Lomolino et al., 2020)

Journal reference list entries often have extra information, such as article title, volume, issue number, page numbers, or a specific date.

With journals, the volume number follows the title. If there are any specific parts of the issue, numbered or organized according to months, these details are mentioned alongside in brackets.

Reference structure and example:

Author Surname, Initials. (Publication Year) 'Article title', Journal Name, Volume(Issue), Page(s). Available at: URL or DOI (Accessed: date).

Lomolino, M. et al. (2013) 'Of mice and mammoths: generality and antiquity of the island rule', Journal of Biogeography, 40(8), pp. 1427-1439. Available at: <https://www.jstor.org/stable/23463664> (Accessed: 10 September 2020).

Newspaper or magazine

In-text citation structure and example:

(Author Surname, Publication Year)

(Ingle, 2020)

Reference structure and example:

Author Surname, Initials. (Publication Year) 'Article title', Newspaper/Magazine Name, Day Month Published, Page(s). Available at: URL or DOI (Accessed: date).

Ingle, S. (2020) 'Geraint Thomas insists he has nothing to prove at road world championships', The Guardian, 24 September. Available at: <https://www.theguardian.com/sport/2020/sep/24/geraint-thomas-insists-he-has-nothing-to-prove-at-road-world-championships-cycling> (Accessed: 11 October 2020).

For online articles, you should always include the URL and date of access.

Social media and other online sources

In-text citation structure and example:

(Author/Poster Name, Publication Year)

(Cramer, 2020)

Reference structure and example:

References for social media posts have a similar format to online articles. However, sometimes they don't have a true 'title'. For example, for Twitter posts, the full text of the tweet is used as the title, unless the tweet is overly long.

Author/Poster Surname, Initial(s). [@Handle] (Publication year) Content of Post [Social Media Site] Day Month Published. Available at: URL (Accessed: Day Month Year).

Cramer, K. [@SenKevinCramer] (2020) Supreme Court vacancies are an important issue to the people I serve [Twitter] 24 September. Available at: <https://twitter.com/SenKevinCramer/status/1308915548244398081> (Accessed: 25 September 2020).

The format for citing social media is different from the format for citing regular websites and web pages. This guide on how to cite a website in Harvard style provides details on how to cite web content that is not posted on social media.

Images

In-text citation structure and example:

(Image Creator or Photographer Surname, Publication Year)

(Pinneo, 2020)

Print reference structure:

Author, Initial(s). (Year) Title of the Image [Photograph]. Place of Publication: Publisher (if available).

Online reference structure and example:

If the image is on the Internet, then the place of publication and the publisher name are replaced by the image URL and access date.

Author, Initial(s). (Year) Title of the Image. Available at: URL (Accessed: Day Month Year).

Pinneo, B.J. (2020) Dusty dreams. Available at: <https://www.nationalgeographic.com/photography/photo-of-the-day/2020/09/dusty-dreams/> (Accessed: 23 September 2020).

Films

In-text reference structure and example:

(Film Title, Year Released)

(Pride & Prejudice, 2005)

Reference structure and example:

For films, the title of the film is used in place of the author's name.

Title of the Film (Year Released) Directed by Director Initial. Surname. Available at: Name of Streaming Service (Accessed: Day Month Year).

Pride & Prejudice (2005) Directed by J. Wright. UK: Universal Pictures. Available at: Netflix (Accessed: 29 September 2020).

Published October 29, 2020.

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