

Year 7-10 Academic Honesty Guidelines

Statement of Belief

The foundation for learning at Kingsford Smith School (KSS) is the progression of each student through the Learning Areas with increasing levels of mastery. The principles of academic honesty are underpinned by Trust, Respect, Courage, Integrity, and Excellence in learning. Teachers and students work together to progress learning, through trust. Teachers trust that students will put in an honest effort to reach their personal goals, and students trust that their teachers will guide them appropriately in their emergence as learners in an academic community and uphold its values. Students are initially guided whilst they learn the requirements for academic honesty. They are provided more responsibility in the latter years to be a principled learner who strives to act with integrity and honesty to develop their scholarly voice and skills for lifelong learning.

Appropriate acknowledgement is the correct use of citing and referencing protocols. At KSS, we use the Harvard referencing style. We do this in fairness to, and as a way of showing respect to, other writers and scholars.

Students may be familiar with the concept of referencing but may not fully understand its importance in the academic community. They may know that it is an offence, but they may not understand why. Teachers at KSS accept responsibility for supporting students to understand how and why plagiarism undermines academic integrity and intellectual ownership. They understand that students require time, guidance, and feedback to develop scholarly research skills, and they consistently model good practice in their learning areas.

We understand that teachers must have cultural competency as students from diverse cultures may come from different academic traditions. Different cultures have different academic traditions which inform their writing conventions. This is in addition to students' varying levels of English language proficiency.

The reasons why students plagiarise are not always simple laziness, cheating or poor time management. Some students may have read widely for their assessment and genuinely believe that the ideas they have used are their own (Defeldre, 2005). Other reasons include cheating is a large part of and rewarded in the 'real' business world; parents' expectations are too heavy; balancing assessment demands with genuine competing priorities such as work, sport, family and community; perceived benefits of cheating outweigh the consequences of not cheating, if they do not perceive 'fair reward' for the greater time and effort spent on doing the work correctly (McCabe 2004).

All students at KSS from years 7-10 must perceive that their use of appropriate academic skills is important to all their teachers. Teachers at KSS consistently model good practice and they convey to their students that they wish to see each student successfully progress throughout their units of work.

Definition/Glossary

Academic Integrity	The expectation that teachers, students, researchers, and all members of the academic community act with honesty, trust, fairness, respect and responsibility. <small>(TEQSA 2022)</small>
Acknowledgement of sources	Declaring any original work used in a document
Cheating	To behave in a dishonest way to get what you want <small>(CUPA 1)</small>
Citation	A word or piece of writing taken from a written work <small>(CUPA 2)</small>
Collusion	Agreement between people to act together secretly or illegally to deceive or cheat someone <small>(CUPA 3)</small>
Copying	To intentionally make or do something that is the same as an original piece of work <small>(CUPA 4)</small>
Generative AI	The use or study of artificial intelligence (= computer systems that have the qualities that a human brain has, such as the ability to interpret language, recognise images, and learn from data supplied to them) that can produce text, images, etc. <small>(CUPA 5)</small>
Intellectual Property	Someone's idea, invention, creation, etc., that can be protected by law from being copied by someone else <small>(CUPA 6)</small>
Paraphrase	To repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer <small>(CUPA 7)</small>
Plagiarism	The process or practice of using another person's ideas or work and pretending that it is your own <small>(CUPA 8)</small>

Examples of Academic Integrity (BSSS 2024)

To write with academic integrity, the student will have:

- Acknowledged the work and ideas of others within their presentations and writing across all areas of the curriculum.
- An appropriately formatted reference list or bibliography.
- Demonstrated critical thinking, and synthesis, paraphrased information and wrote the work themselves.

What are the forms of plagiarism?

Least Probable Intent ↑	Copying word for word, or creative products, without acknowledgement.	Plagiarism is the presenting of work or property of another as one's own for personal gain. It is work presented without 'appropriate acknowledgement' of the work of others through citations and referencing.
	Paraphrasing sentences, paragraphs or themes, or summarising, without acknowledgement.	Incorporating ideas or themes of another – work should be written in own words with a different sentence structure than the original. Ideas should still have 'appropriate acknowledgement' through correct citation and referencing.
	Self-plagiarism submitting one's own previously assessed work.	Any work or sections of work that a student has previously submitted in another unit or another year level. Sections of previous work may be permitted for reuse but must be acknowledged and referenced.
Probable Intent ↓	Collusion – agreement to deceive others, by allowing your work to be copied.	Any work submitted by a student where there is deception about authorship or ownership of the work. Students who 'shared' work may also be subject to academic misconduct rules
	Contract cheating – allowing another person to do work that you claim is yours.	Paying an online provider or third party for a task such as Course Hero, studocu, custom papers, or freelance editor. Paying a friend or sibling to provide a task

Examples of plagiarism could include, but are not limited to (BSSS 2024):

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge.
- Using AI generative software to substantially research, plan, structure and/or create the text/image/artwork.
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks.
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement.
- Submitting a digital image, sound, design, artwork, artefact, product, photograph, or animation, altered or unaltered, without proper acknowledgement.

The use of Artificial Intelligence (AI) (BSSS 2024)

There have been significant advances in technology recently. With the introduction of generative AI, some people have been using programs to plagiarise their work, knowing that traditional text-matching plagiarism checkers will find it hard to pick up. Some companies and software claim to be able to pick up AI-generated content, but these checkers are not perfect; they miss AI content or unfairly accuse innocent people.

You need to be prepared to discuss your work in detail, even if you did not use AI. You may need to demonstrate that your work is your own. If you are unable to do so, a plagiarism penalty may be applied.

In short, AI has made plagiarism a challenge for everyone.

If you are accused of AI plagiarism (BSSS 2024)

You will have a meeting with your teacher where your teacher explains what it is about your work that indicates that it might be AI plagiarised. These might be things like:

- A mismatch between the language in different sections of your work.
- A mismatch between the quality of your usual work, and the quality of this piece of work.
- Significant similarities between your work and someone else's.
- An AI detector says there's a possibility of plagiarism.

You will be given the chance to explain your side of the story. If you need to get things to help, explain (e.g., your notes), then you should bring them with you, or organise another meeting so you can have what you need with you.

How will the school aim to prevent academic misconduct or plagiarism?

1. Unit Outlines – each Learning Area will identify a designated unit each term/semester in which explicit instruction about academic honesty is delivered.
2. Assessment design – a range of assessment strategies will be incorporated into each unit, including formative and summative design; explicit criteria for groupwork assessment; at least one task per unit completed in class time.
3. A Declaration of Originality will be included on the cover sheet for each assessment item completed at home, or as a group task.
4. Students from years 9 - 10 will submit work through various text-matching tools (Google Classrooms, [Revision history](#)) and review the history of the document.
5. SLCs will perform the role of Academic Integrity Officer in each Learning Area.
6. Each incidence of academic dishonesty will be recorded in the *Academic Honesty Register* to track students who might be struggling with scholarly practices across the school from years 7 - 10.
7. There will be an Appeals process available to students.

Level I Plagiarism

This is plagiarism due to inexperience. This is where students have not yet developed the skill of their own scholarly voice. It can occur when students are new to the academic honesty conventions of the school or new to the Harvard citation and referencing protocols. Generally, Level I plagiarism is only applied to students who are considered new to KSS, that is Year 7 students, or any student who has been enrolled at KSS for one semester and under, including IPS and EaLD students.

Level II Plagiarism

This is where conduct is dishonest and unfair in connection with academic work. It includes inappropriate or fraudulent acts, or where the intention to deceive an assessor is apparent.

It is more serious than a Level I offence, but where the overall effect or consequence of the plagiarism does not significantly compromise the assessment task.

Level III Plagiarism

This is the most serious level of offence. It occurs when work is submitted with a clear intention to deceive an assessor. It is a form of cheating and includes copied work or work that is not referenced. It is when the overall effect or consequences of plagiarism heavily impact the assessment task. It may be a matter of proportion of the work that is copied or unreferenced.

Students who have reached this level have completed all requirements of Level 1 and Level II plagiarism.

	Confirmed Level I Plagiarism (Classroom Teacher) [Year 7, and students new to KSS]	Confirmed Level II Plagiarism (Class Teacher and SLC)	Confirmed Level III Plagiarism (Executive Teacher & Senior Executive)
Educational Advice from Classroom Teacher	✓		
Revise and resubmit the task	✓		
Entry onto Academic Misconduct Register	✓	✓	✓
Complete research and referencing module	✓		
A formal warning in writing.		✓	✓
Parents/carers notified		✓	✓
Repeat assessment with reduced maximum grade		✓	✓
Reduced or nil grade for assessable item		✓	✓
Interview with Senior Executive			✓

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