



«XXI Century Integration» International Secondary School



МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА

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ACADEMIC HONESTY POLICY

2011 - 2017

IMPORTANT NOTICE:

THE DOCUMENT SHOULD BE AVAILABLE TO EVERYONE IN THE SCHOOL COMMUNITY. EVERY TEACHER, STUDENT AND PARENT/GUARDIAN SHOULD RECEIVE THIS DOCUMENT BEFORE THE NEXT START OF THE ACADEMIC YEAR.

PURPOSE

The purpose of this document is to ensure development, implementation and monitor academic honesty policy. The aim of this policy is to set out the academic honesty principles to make them be viewed positively by students and become a natural part of their academic study throughout school and higher education, and beyond.

The IB Learner Profile is embedded in XXI Century Integration International Secondary School daily life and, therefore, is the cornerstone to this policy. Further guidance comes from the IB publication *Academic honesty in the IB educational context*, August 2014 and *MYP: From principles into practice*, May 2014 (updated September 2017). In developing the school academic honesty policy we encourage our students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas and issues
- Principled – who act with integrity and honesty, take responsibility for their own actions
- Open-minded – who are accustomed to seeking and evaluating a range of points of view
- Risk-takers – who are brave and articulate in defending their beliefs
- Thinkers – who are expected to become independent thinkers.

These qualities when applied to learning and student work will establish skills and behavior which support good practices to be found in the classroom, used for homework and continued to examination level. The good practices are expected to be introduced, modeled, clearly articulated and used throughout the school.

Cheating harms the school community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected and therefore unpunished. Cheaters also cheat themselves of a real education. They rob themselves not only of general knowledge, but also of the experience of learning how to learn. The reputation of the school and IBO find graduates lacking the abilities their degrees should guarantee. Lack of academic integrity undermines the philosophy of any educational programme.

Finally, most Universities and professions have codes of ethics, standards to which you will be expected to adhere when you are studying or working. At the — XXI Century Integration International School students practice the integrity they must demonstrate later. For all of these reasons, academic misconduct is considered a serious offense at the school.

Article 4: Equal opportunities statement¹

4.1 It is the practice of the IB Organization to make its programmes available to all students from IB World Schools. No student will be excluded by the IB Organization on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law.

XXI Century Integration International Secondary School implements its duties under these rules in a manner that enables this practice to be upheld.

CITING AND REFERENCING

¹General regulations: Middle Years Programme. Published April 2014. P.3

Why cite? ²

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

What to cite?³

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term "materials" means written, oral or electronic products, and may include the following.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps.

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite!

When to cite?⁴

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s) – for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not

² Effective citing and referencing. August 2014. P.2

³ Effective citing and referencing. August 2014. P.3

⁴ Effective citing and referencing. August 2014. P.4

enough. However, for pieces of “creative” written work such as writing in the style of an author or genre, for which in-text citation is not usually expected, creative ways of acknowledging the use of other people’s work may be permissible. A bibliography or list of references is also expected.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signaling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

How to cite?⁵

When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between our words/work and the words/work of others.
 - Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.
 - Paraphrase and summary of others’ work should similarly be distinguishable from our own words and ideas.
- Use of a style guide ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

⁵ Effective citing and referencing. August 2014. P.5

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

For more information refer to “*Effective citing and referencing*”. August 2014.

WHAT IS ACADEMIC MISCONDUCT?

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

PLAGIARISM

One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. Using another writer's words without proper citation. If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
2. Using another writer's ideas without proper citation. When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. Citing your source but reproducing the exact words of a printed source without quotation marks. This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. Borrowing all or part of another student's paper or using someone else's outline to write your own paper.
5. Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.
6. In computer programming classes, borrowing computer code from another student and presenting it as your own. When original computer code is a requirement for a class, it is a violation of the University's policy if students submit work they themselves did not create.

CHEATING:

1. Using unauthorized notes or other study aids during an assessment proceeding.
2. Using unauthorized technology during an assessment proceeding.
3. Improper storage of prohibited notes, course materials and study aids during an assessment proceeding such that they are accessible or possible to view.
4. Looking at other students' work during an assessment proceeding or in an assignment where collaboration is not allowed.
5. Attempting to communicate with other students in order to get help during assessment proceeding or in an assignment where collaboration is not allowed.
6. Obtaining assessment proceeding in action prior to its administration.
7. Altering graded work and submitting it for regarding.
8. Allowing another person to do one's work and submitting it as one's own.
9. Submitting work done in one class for credit in another without the teacher's permission.
10. Obstructing or interfering with another student's academic work.
11. Undertaking any activity intended to obtain an unfair advantage over other student.

FABRICATION:

1. Falsifying or inventing any information, citation, or data.
2. Using improper methods of collecting or generating data and presenting them as legitimate.
3. Misrepresenting oneself or one's status.
4. Perpetrating hoaxes unbecoming to students in good standing or potentially damaging to the school's reputation or that of the members of its community (students, parents/guardians, and school staff).

FACILITATING ACADEMIC DISHONESTY:

1. Aiding another person in an act that violates the standards of academic honesty.
2. Allowing other students to look at one's own work during assessment proceeding or in an assignment where collaboration is not allowed.
3. Providing information, material, or assistance to another person knowing that it may be used in violation of school academic honesty policy.
4. Providing false information in connection with any academic honesty inquiry.

DENYING OTHERS ACCESS TO INFORMATION OR MATERIAL:

1. Any act that maliciously hinders the use of or access to library or course materials.
2. The removing of pages from books or journals or reserve materials; the removal of books from libraries without formally checking out the items.
3. The intentional hiding of library materials; the refusal to return reserve readings to the library. All of these acts are dishonest and harmful to the community.

MULTIPLE SUBMISSIONS

Multiple submissions is the practice of submitting a single paper for credit in two different classes (in the same trimester or in different trimesters). The XXI Century Integration does not have a general policy prohibiting this practice. However, because an individual teacher may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both/all teachers involved. Non-compliance will result in a violation of the school's standard of conduct.

ILLEGAL COLLABORATION

Educators recognize the value of collaborative learning; students are often encouraged to form study groups and assigned group projects. Group study often results in accelerated learning, but only when each student takes responsibility for mastering all the material before the

group. For example, suppose a calculus study group is working on a set of homework problems. Little would be learned if each student worked only one or two problems and merely copied answers for the rest. A more beneficial approach would be for each member to work all problems and be assigned the task of explaining a few problems to the group.

Illegal collaboration often occurs on homework in computer programming courses. Common cases is when two students outline a program in detail together, and then type it into the computer separately, perhaps making minor modifications or corrections as they type. To a grader's trained eye, the structure of the programs is identical and the students are guilty of cheating because they haven't turned in separate, original work.

Illegal collaboration also occurs on writing assignments in literature or language courses. Typically, students will create a detailed outline together, and then write separate papers from the outline. The final papers may have different wording but share structure and important ideas. This is cheating because the students have failed to hand in something that is substantially their own work and because they haven't cited the ideas that they've borrowed from each other.

Group projects require a careful division of responsibility and careful coordination to control the quality of the final product. Collective work quickly degenerates when some students see it as a way to get through an assignment with the least amount of effort. Group work calls for a different kind of effort, not less of it. When group projects are assigned, the teacher/supervisor is usually interested in student's mastery of group process as well as the subject.

COLLUSION

The collusion occurs when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

This is also could be defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another.

MISCONDUCT during an assessment proceeding (for example, taking unauthorized material into an assessment proceeding, behavior that disrupts the assessment proceeding or distracts other students, communicating with another student).

ANY OTHER BEHAVIOR that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a community service record, disclosure of information to and receipt of information from peers about the content of an assessment tasks via any form of communication/media).

PROCESS:

When a teacher has reason to believe that plagiarism has occurred, the following steps will be taken:

A. Teacher's /Coordinator's Action

- The teacher will investigate the matter with the student(s) involved.
- The teacher will communicate the outcome of his/her investigation to the Coordinator. The teacher, in consultation with the Coordinator, may decide to issue a

consequence, and will communicate this decision in writing to the student and his/her parents/guardians as well as to the homeroom advisor. This letter will be placed in the student's portfolio in ManageBac. If a parent/guardian/student wishes to appeal the teacher's consequence, the Academic Integrity Committee may be gathered to review the matter. The Academic Integrity Committee members will depend on the issue (the members should be the deputy director, the MYP Coordinator, the homeroom advisor and 3 members of the School Student Council).

- The teacher will forward copies of all information and written work to the Academic Integrity Committee Members prior to a hearing. A written request for a hearing, specifying the scope of the investigation, will be submitted and forwarded to the head of the Academic Integrity Committee.

B. The Academic Integrity Committee

- Upon receiving a referral, the Academic Integrity Committee will hold a hearing and investigate the charges of plagiarism/cheating.
- In order to assure a student's due process rights, parents/guardians of the student will be informed prior to the hearing and get all the copies of all the information and written work in question.
- The student will have an opportunity to appear and may be accompanied by a parent/guardian before the panel to shed light on the charges.
- The panel will interview other staff or students related to the inquiry.
- The Chairman of the Academic Integrity Committee will delineate the disciplinary consequences and outcome of the hearing in writing to the student, teacher and parents/guardians.
- In all cases where a student has been found to have plagiarized, a formal letter will be placed in the student's portfolio, describing the action and confirming the consequence(s) meted out by the school.
- The due process rights of the student will always be ensured.
- The Academic Integrity Committee may affirm the teacher/Coordinator's consequence with lesser or greater severity.
- If a student or teacher is not satisfied with the outcome of the Academic Integrity Committee's findings, he/she may appeal the decision of the school's administration. Their decision is final.

C. When the case of academic misconduct is proved

In the first instance, work that is deemed to be academically dishonest will receive zero as a level of achievement, (though the teacher may give some feedback to the student). In addition, the concerned teacher will write a letter to the student's parents/guardians outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the School principal.

In the event that there is a second instance of academic dishonesty, again the piece of work will receive no marks. In addition, parents/guardians will be asked to attend a meeting with a panel made up of the concerned teacher, the MYP coordinator and the deputy director and/or principal. This panel will try to discern whether there was a clear attempt to deceive on the part of the student. Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as a DP student/expelled from the School.

Subsequent instances of academic dishonesty will put at risk the student's place in the School.

If found guilty of academic dishonesty, the student will be assigned Saturday school detention according to School's general regulations. Homeroom advisor will contact parent/guardian regarding receive one of the following sanctions, listed in order of increasing severity. All actions are reported to the principal and parents/guardians.

1. **Reprimand:** a written statement censuring a student for violating the school regulations, and stating that another offense will result in more serious action. This is normally considered a lenient response, even for first offenses.
2. **Disciplinary Warning:** verbal or written notification that the student has not met the school's standards of conduct, and that a repeated offense will result in more serious disciplinary action. It is not the case that first offenses automatically receive a warning; most first offenses receive a stricter response, with warnings reserved for cases with unusual mitigating circumstances.
3. **Disciplinary Probation:** an action that places conditions on the student's continued attendance at the school, including the statement that further violation of the school policies will likely result in dismissal. The Committee fixes the term and conditions of academic probation.
4. **Dismissal:** a written statement notifying a student that his or her attendance at the School has been terminated for violating the School policy. Unlike suspension, dismissal is considered to be a permanent action. However, the institution may also provide conditions for re-admittance.

A student remains responsible for the academic honesty of work submitted in the Integration XXI Century International Secondary School courses, even after the student has completed required components of the IB Middle Years Programme. This rule also applies to students who are no longer matriculated here, including those who have graduated. It means that the work submitted to IB cannot be given to any third parties to be submitted anywhere as their own work.

Ignorance of these standards will not be considered a valid excuse or defense (**see the notice in the very beginning of the document**). If a student is ever in doubt about an issue of academic honesty, or has any hesitation about a contemplated course of action, the student should consult with the MYP Coordinator or the librarian.

Students' responsibilities:

- Evaluate, re-think, and synthesize all the information obtained from these sources to generate new concepts
- Make their work personal and write using their own "voice"
- Acknowledge help and resources used
- Allow yourself time to do the work properly
- Submit work that is authentic as part of the e-Portfolios and personal/community projects
- Track use of resources and others' work and by applying their developing approaches to learning skills
- Use appropriate ways to signal use of sources: acknowledgment is likely to be informal and general, for example, "I agree with what it says in [names book] about ...". Use of bibliographies, quotation marks and reflective commentaries on others' work are likely to develop in complexity during the course of the programme.

Administrations' responsibilities:

- Provide teachers with effective training opportunities.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure the school community understands the academic honesty policy (programme standard B1:5:d); special care might be needed for learners joining the MYP from other educational settings where expectations might differ.

- Make explicit any changes in expectations for autonomy and independence, ideally through examples and opportunities for interactive discussion.
- Strengthen the use of vertical planning (programme standard C2:1c) to ensure consistent guidance on using others' work.
- Calendar for assignments properly planned and communicated to students and parents / guardians. These schedules should be agreed with the teachers responsible of the IB subjects, so they do not have unrealistic expectations of the students and duties are distributed reasonably.
- Organize regular meetings with faculty member to verify that all the parties have a clear understanding of the expectations of the IB in regard to academic honesty.
- Briefings with parents / guardians of students at the beginning of the program and before entering the final phase of the program, to reiterate the expectations of IB in regard to academic honesty and the consequences of an incident of academic misconduct.
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- Agree with MYP projects coordinator and supervisors an internal calendar of all due dates for the receipt/submission of candidates' assessment material.

Librarian and teachers' responsibilities:

- Agree on their expectations and teaching strategies within and across subject groups.
- Communicate expectations they have for to students by clearly referring to the academic honesty guidelines.
- Encourage honesty and communicate the consequences of breaching IB regulations.
- Make the Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly information literacy skills, problem-solving and self-management.
- Offer task-specific clarification of assessment requirements (*Programme standards and practices*, p. 18) including using the work of others.
- Provide students with guidance on academic writing and how to acknowledge sources.
- Provide guidance and support students during the writing process of assignments.
- Ensure understanding of the meaning of academic honesty.
- Attend proper trainings.
- Be role models for students; all materials shared by teachers should clearly acknowledge the source of information.
- Make clear from the beginning the consequences for any form of academic misconduct.
- Talk about the consequences of poor scholarship or academic dishonesty in the future.
- Speak consistently to students, it will serve as reminder and eventually it will develop into a work habit.
- Ensure all students understand the meaning of the concepts "intellectual property" and "ownership".
- Ensure all students understand what constitutes academic misconduct, an authentic piece of work and intellectual property.
- Ensure all students receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources.
- Ensure all students know the consequences of being found guilty of academic misconduct.
- Ensure all students understand what constitutes academic misconduct during assessment proceedings.
- Ensure parents/guardians and students understand what the learner profile value of academic honesty means.
- Discuss appropriate help regularly with parents/guardians.

- Create inquiry-based assessment tasks: a request to “Write about Mars” can seem to be an invitation to copy from sites like Wikipedia but creativity is encouraged by tasks that use information to solve a problem such as “Suppose you were organizing tourism to Mars, what would you need to find out and how would you market etc...”.
- Design assessment criteria that value and reward the work required, rather than only the result.
- Teach reflection on the learning process: reflective writing about sources as in “When I read about xxx, I thought...” values learners’ hard work rather than stressing formal citation or demonizing copying.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”.
- Use TurnItIn to check plagiarism.

Parents/guardians of students’ responsibilities:

- Encourage their child to ask their teachers for advice if they are having difficulties with their work
- Establish a good level of communication with the school so that they understand the requirements of the MYP and what is expected of students
- Support their child but be sure he or she is the one responsible for the work done
- Attend proper meetings organized by school to discuss academic honesty issues
- Attend at the beginning of the program and before entering the final phase of the program, to reiterate the expectations of IB in regard to academic honesty and the consequences of an incident of academic misconduct.

GOOD PRACTICE – RECOMMENDATIONS FOR THE STUDENTS

1. Make clear which words, ideas, images and works are not your own.
2. Ensure that all sources you have consulted are acknowledged in your work using the referencing style agreed with your teacher.
3. Give credit for copied, adapted and paraphrased material. If you paraphrase an idea – that is if you restate it, but alter the exact wording – you must still cite that source. You must cite the source of images, maps, charts, tables, data sets, musical compositions, movies, computer source codes and song lyrics – any material that is not your own.
4. Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography.
5. Use quotation marks or indentation to show all text that is someone else’s exact words and do not forget to show whose words they are. Make clear where the borrowed material starts and finishes; this can be done by using quotation marks, using an opening indication and a closing page number.
6. Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
7. All sources cited in the text must also be listed in the bibliography (or reference list/list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text. List your sources in the bibliography in the sequence they appear in your text.
8. Show how you have used others’ work: although to avoid plagiarism attention is necessary only in situations where the work being used is that of a named or identified person, in situations where original work is expected and where work is assessed, MYP learners will find requirements to acknowledge others’ work less confusing if they apply this way of thinking to everything they do. (Note that “original” here does not mean novel or never done before; rather it is closer to the ideas underpinning constructivist learning where the learner constructs and makes sense of something independently and

individually.)

9. When a teacher/supervisor says, "Go ahead and work together," don't assume that anything goes. Teachers often don't state the limits of collaboration explicitly. It is student's responsibility to avoid crossing the line that turns collaboration into cheating. If you're not sure, ask the teacher to clarify individual responsibilities and suggest a method of proceeding.
10. When collaboration is permitted within a course, students must acknowledge any collaboration and its extent in all submitted work; however, students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading. If the syllabus or website does not include a policy on collaboration, students may assume that collaboration in the completion of assignments is permitted. Collaboration in the completion of examinations is always prohibited. Unauthorized collaboration (working with others without the specific permission of the teacher on assignments that will be submitted for a grade) is a part of academic dishonesty!
11. Across all IB programmes, at all levels, students must be creative, independent and principled learners and they must show they are working in this manner in explicit and transparent ways⁶. Principled action, as both a strategy and an outcome, involves learning by doing, which enhances learning about self and others. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges, and the academic honesty.
12. If you don't have sufficient intellectual property rights, always act with respect to ownership of other's intellectual property!

⁶ Carroll, J. July 2012. Academic honesty in the IB

Note: Parts of this document itself are a modification of several policies currently used in schools and universities around the world. The following materials were used:

1. *General regulations: Middle Years Programme*. Published April 2014.
2. *Effective citing and referencing*. August 2014.
3. Carroll, J. July 2012. *Academic honesty in the IB*.
4. *What is an IB education?* Published August 2013 (updated June 2015).
5. Garza, C. October 2014. *Academic honesty – principles to practice*. Available at: <http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf> [Accessed: 20/11/17]
6. *Academic honesty in the IB educational context*. Published August 2014.
7. *College Center for Advising Services' Academic Honesty policy*. Available at: <https://www.rochester.edu/college/ccas/handbook/AcadHonesty.html> [Accessed: 20/11/17]
8. *Academic Honesty: Cheating and Plagiarism* // University of Washington. Available at: <http://www.washington.edu/teaching/cheating-or-plagiarism/> [Accessed: 20/11/17]