



BOARD OF SENIOR SECONDARY STUDIES

Academic Integrity

Student Guide

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Your school may have its own approved referencing style. Check with your teacher librarian.

The sources used in this booklet are:

Style manual for authors, editors and printers 2002, 6th edn., rev by Snooks & Co., Milton, Qld, for the author-date (Harvard) style

The Chicago Manual of Style 15th ed. (Chicago: University of Chicago Press, 2003) for the footnote (Chicago) style.

Glossary

Academic Integrity	The principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged. ¹
Acknowledgement of Sources	Declaring any original work used in an assessment.
Cheating	Acting dishonestly or unfairly in order to gain an advantage. ²
Citation	A quotation from or reference to a book, paper, or author, especially in a scholarly work. ³
Collusion	Secret or illegal cooperation or conspiracy in order to deceive others. ⁴ Unauthorized groupwork, unacceptable collaboration.
Intellectual Property	Intangible property that is the result of creativity, such as patents, copyrights, etc. ⁵
Moral Rights/Ethical Rights	The right of an author or other creative artist to protect the integrity and ownership of their work. ⁶
Natural Justice	Ensuring fair play: no person directly affected by a decision, shall be condemned unless given full chance to prepare and submit his or her case and rebuttal to the opposing party's arguments; (2) no decision is valid if it was influenced by any financial consideration or other interest or bias of the decision maker ⁷ .
Paraphrase	A rewording of something written or spoken. ⁸
Plagiarism	The practice of taking someone else's work or ideas and passing them off as one's own. ⁹
Self-Plagiarism	Re-using work from one context in another context and not acknowledging this repetition.

¹ The Australian National University Academic honesty and Plagiarism, viewed 15/11/18

<http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>

² The Lexico Dictionary, viewed 2/09/19

<https://www.lexico.com/en/definition/cheat>

³ The Lexico Dictionary, viewed 2/09/19

<https://www.lexico.com/en/definition/citation>

⁴ The Lexico Dictionary, viewed 2/09/19

<https://www.lexico.com/en/definition/collusion>

⁵ The Lexico Dictionary, viewed 2/09/19

https://www.lexico.com/en/definition/intellectual_property

⁶ The Lexico Dictionary, viewed 2/09/19

https://www.lexico.com/en/definition/moral_rights

⁷ Business Dictionary, viewed 25/10/19

<http://www.businessdictionary.com/definition/natural-justice.html>

⁸ The Lexico Dictionary, viewed 2/09/19

<https://www.lexico.com/en/definition/paraphrase>

⁹ The Lexico Dictionary, viewed 2/09/19

<https://www.lexico.com/en/definition/plagiarism>

BSSS Academic Integrity – Policy

Purpose of an Academic Integrity/Plagiarism Policy

The purpose of an academic integrity/plagiarism policy is as follows:

- To know the satisfaction of producing your own work
- To take full advantage of learning process
- To acknowledge the work of others
- To understand the ethical and legal rights and responsibilities as authors and creators
- To be aware of how to use information respectfully across all subject areas.

Definition: Plagiarism – from the BSSS Policy and Procedures Manual 4.3.12

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work.

Examples of Academic Integrity

To write with academic integrity, students 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, synthesis, have paraphrased information and have written the work themselves.

If you have not met your obligations as a student and written with academic integrity this means you have plagiarised.

Examples of plagiarism could include, but are not limited to¹⁰:

- 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 or not using italics
- 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.

See: smartcopying.com.au

¹⁰ Examples of plagiarism adapted from: Stephen Wilhoit, "Helping students avoid plagiarism" College Teaching Vol. 42, 1994, 161-164

Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, through to the cancellation of all assessment results for Years 11 and 12
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.

Note that in the tertiary sector, plagiarism is immediately treated as a breach of the code of conduct and may lead to loss of units and/or expulsion.

Procedures for dealing with situations involving plagiarism:

- a) Any suspected case of plagiarism must be investigated at the school level
- b) The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship.
- c) If there is evidence of plagiarism you must be interviewed by the teacher and the head of faculty and given the opportunity to explain your case before a penalty is determined
- d) If plagiarism is shown to have occurred, then the teacher, in conjunction with the head of faculty, Principal or Delegate as appropriate, should determine the penalty, considering the principles and the penalty schedule listed
- e) You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty under the Breach of Discipline procedures of the Board
- f) Details of any case of plagiarism must be recorded and the record kept centrally at the school.

Students have the right to appeal

Right of Appeal

You have the right to appeal against the application and/or the outcomes of the above procedures. Refer to Board Policy on Breaches of Discipline in relation to school-based assessment and *Your Rights to Appeal* Leaflet.

Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

- a) Reprimand of the candidate, except in cases where benefit would have been derived from such breaches
- b) The making of alternative arrangements for the assessment (e.g., through a reassessment)

- c) The assessment marked without the material subject to the breach being considered
- d) Imposition of a mark penalty appropriate to the extent of the breach
- e) Cancellation of the result in the particular component of the college assessment concerned
- f) Cancellation of the total college assessment result in the unit/course concerned
- g) Cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

The following is a guide to the penalties to be imposed by colleges. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

Categories	Penalties
First incident of breach of discipline	One or more of the following penalties to be imposed subject to the degree of the infringement: (a) to (f)
Subsequent breach(es) of discipline	One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: (b) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, advice in writing to you must include a warning about the consequences of subsequent breaches.

Academic Integrity – What It Means to You as A Student and How to Embrace It

The principle that your work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged.

Work includes not only written material, but in addition any oral, numerical, audio, visual, artwork or technical product or other material submitted for assessment.

Breaches of academic integrity include plagiarism, collusion, the fabrication or deliberate misrepresentation of data, substantial use of AI in completing a task, and failure to adhere to the rules regarding examinations in such a way as to gain unfair academic advantage.¹¹

Useful resources:

ANU: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>

ACU: https://library.acu.edu.au/start/help_yourself/essentials
<https://libguides.acu.edu.au/referencing>

Work must be genuine and original

Plagiarism

“Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work” (BSSS, *Policy and Procedures Manual*, 4.3.12.1)

This means:

- If any part of your assessment item is not your own ideas, words or product, you must indicate the source to show that it is not your own work
- Plagiarism is not restricted to words but includes unacknowledged ideas, thoughts, opinions, conclusions, diagrams, cartoons, art and practical works, photographs, music, graphs, pictures, statistics, tables, computer programs, computer graphics, visual information from the web, advertisements, interview responses, translations from a foreign language text, using a friend’s mathematics assignment, etc – anything you can copy
- Changing a few words or images does not mean you do not have to acknowledge the source. Paraphrased material must still be acknowledged
- Purchasing/acquiring an assessment item and submitting it as your own.

¹¹ The Australian National University Academic honesty and Plagiarism, viewed 15/11/18
<http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>

See also BSSS Policy and Procedures: 4.3.12 Plagiarism and Dishonesty:
http://www.bsss.act.edu.au/data/assets/pdf_file/0010/313777/P_and_P_Manual_2018_V6_without_act.pdf

When you put the ideas of others into your words (paraphrasing), this needs to be credited. This not only helps you to avoid plagiarism, but it also gives credibility to your work. When referencing a quotation, remember that less is more. Only include what will absolutely help you to make your point.

In broad terms, you should:

- Understand the relevant policies and procedures of both your school and the BSSS
- Ask for help from your teacher librarian or teacher if you are unsure
- Plan your task and allow sufficient time to complete the task. You may be more tempted to rely on another person's work if you are short of time
- Keep a file including all research notes, drafts and a copy of the final product
- Evaluate the sources you use
- Never help others to plagiarise by lending your work or computer password
- Understand how to work with other students - what you can and cannot do.

Ask for help from your teacher librarian or teacher if you are unsure

In practical terms – this Guided Inquiry Process may help you write with academic integrity:

1. Open – decide the direction for your research

- What is the task asking of you?
- Read the task carefully, including the rubric, to understand what you are being asked to do
- This is a key stage for ask for assistance to ensure you head in a useful and efficient direction

2. Immerse – once you have decided on your topic

- Identify what you already know
- Build background knowledge
- Identify areas for further exploration

3. Explore - a variety of ideas relating to your topic:

- Identify resource types and how to search for information
- Primary sources
- Secondary sources
- Source type (print, digital, articles, books, websites, audio visual, etc.)
- Evaluate online information using:
 - The C.R.A.A.P model
 - Schrock's Critical Evaluation of Websites

- Monash Citing and Referencing Tutorials
 - NSW- All My Own Work
 - Revise browsing, scanning and skimming techniques
 - Note sources you find and write down questions
 - Use an inquiry log to track resources and reference them using the appropriate style guide
 - Keep a running record of your research, including:
 - Your initial ideas
 - Useful ideas that are not your own (State full source details as you write)
 - Exact quotations (Use quotation marks and state source details as you write)
 - Summaries or paraphrases of material written without reference to the original source. (Add source details when you have finished)
 - Websites accessed, dates of access because these can change (Record search engine used to access each website)
 - Your reactions to material read and conclusions you have reached
 - Copies of downloaded material; highlight relevant sections (State source)
- 4. Identify - revisit the question to align your findings, or refine your own question if appropriate**
- Revisit the task instructions to check that you are answering the question and fulfilling the requirements
- 5. Gather - select the information resources that will be the most useful to you**
- Focus your research to answer the task's question(s)
 - Use note taking strategies [some examples]
 - Use credible sources [evaluate using Schrock's 5 Ws]
 - Gather additional sources as necessary, including audio visual, images, etc., e.g., from Creative Commons sources
- 6. Create - synthesise your ideas**
- Categorise your research findings, drawing similarities and differences in ideas using a mind map
 - Consider your audience and create your work in an appropriate style and format
 - Writing your draft:
 - Always attach the source to any words, ideas, material which are not your own. Don't wait until the final copy
 - Avoid cutting and pasting from electronic sources – unless you use quotation marks as you do this and state source
 - Only use lengthy quotations (more than 4 or 5 lines of original text) if they are integral to your essay/document/report. It may be better to paraphrase the ideas rather than quote them

- Final copy:
 - Check any paraphrased or summarised material against the original to make sure you have not accidentally included exact wording from the original source
 - Acknowledge all work included in the assessment response which is not your own
 - Make sure all sources are acknowledged in a bibliography or reference list
- 7. Share – disseminate the product you have created and what you have learnt with other students and a wider audience, including teachers, mentors and parents, ensuring that you have completed:
 - Final proofread and edit
 - Submission through Turnitin or your school’s version checker, if required
 - Declaration of Original Work
 - If it is an oral, revise your presentation skills and practise leading a class discussion
 - Consider a range of ideas for sharing knowledge:
 - Small group discussions
 - Cloud- based tools to share with a wider audience
 - Exhibition of work at end of semester, with invited audience
- 8. Evaluate - At the end of the process, reflect on your work, and the feedback you have received:
 - Evaluate how the process has helped you complete your work
 - Consider the feedback your teacher has given you, and how this will help you
 - Revise your strategies and practices
 - Apply your new learnings in your next task.

Follow the Guided Inquiry process

Working With Others

Many of your assessment items will require you to work with other students either formally or informally. You must be aware of the requirements of the task and how it is to be assessed. Ensure that you:

- Understand the rules for this assessment item
- Ask your teacher which parts of the item must be completed independently, if unsure
- Be prepared to offer working notes, or a justification for your own work.

Formally:

If the assessment item requires you to work cooperatively, you may be asked to submit one assessment response for the group (e.g., a short film in Media) or you may have to work together to get experimental results (e.g., an experiment in science) and then write your own conclusions. In the latter example, you will be expected to have the same results, but your interpretation of these results and the conclusions you make will vary.

What does this mean for you?

Do not copy or paraphrase another person's work.

Do not copy or paraphrase another person's work.

Informally:

In some assessment items (e.g., problem solving in Mathematics) you may want to discuss the problem with your friends to get a broad view and understanding of the problem, general ideas and possible approaches you might take to reach a solution. Such discussion is usually encouraged by teachers and helpful to you.

What does this mean for you?

- If someone else has had a major impact on the direction you are taking, you can acknowledge their contribution
- Do not copy or paraphrase another person's work.

What if your parent/AI/friend/tutor/teacher helps you?

It is reasonable to ask for help if you need assistance. You can ask general questions that direct to useful sources or help you to understand what the question is asking. Assistance should not result in having the questions answered, or the problem solved for you. In addition, helpers should not write/ create/ compose responses or sections of responses for you. For example, you could ask:

“What does evaluate mean?”- You then try to apply that logic to your essay

“What are some good websites about Van Gogh?”- Then you read them yourself and decide what to use

“What are some examples of error in a science experiment?” - You then judge which ones are applicable to your experiment

“What is integration for?” – You then use that to help understand your task

“What are some websites with good statistical data I can analyse?” – You can then access the data you are interested in and decide how to analyse it

“Generate some simulated data about the heights of a group of people” – You can then use that simulated data to analyse and demonstrate Mathematical skills

If the help is for something the teacher will give you good marks for because it is significant to the final product, it is too much help. Having your tutor or Quillbot summarise material for you is too much help. Having AI or your tutor structure your answer for you is too much help. Having AI write a draft for you and then rephrasing it and adding references is too much help.

Your school will have a requirement for any assessment item completed out of class, which will involve you making a statement concerning the ownership of the work submitted. You will be asked to sign a declaration stating that you understand plagiarism issues. This might be a printed declaration form or an online declaration.

Any help you have received from such sources should be acknowledged in this statement and/or in your bibliography or reference list.

Under no circumstances should you copy work from these sources. You should not submit any work you do not understand and, if asked, you should be able to show that you understand the concepts involved in the work presented by explaining either your submission or a similar task.

You must make a declaration that your work is original

Examples of Evaluating Sources ¹²

Example of “Cut and paste”

No acknowledgement – little/no original work

Example:



‘Coca-Cola’ is a very popular carbonated soft drink sold in stores, restaurants and vending machines in more than 200 countries. ‘Coca-Cola’ was invented on May 8, 1886, by Dr John Styth Pemberton, a pharmacist, in Atlanta, Georgia, USA. It first went on sale in Jacob’s Pharmacy, Atlanta, Georgia. In its first year, servings of ‘Coca-Cola’ amounted to less than 10 a day. Altogether 1.7 billion servings of Coke products are consumed every day! At the beginning of the 1930s, the burgeoning Coca-Cola company was still looking for ways to increase sales of their product during winter. They turned to a talented commercial illustrator, who created a series of memorable drawings that associated the figure of a larger than life, red-and-white garbed Santa Claus with Coca-Cola.

This is Plagiarism because:

- The above passage is an amalgamation of separate pieces taken from three websites and rearranged, as shown below. This is not acceptable.

It requires the following referencing:

Example:



‘Coca-Cola’ is a very popular carbonated soft drink sold in stores, restaurants and vending machines in more than 200 countries¹³. ‘Coca-Cola’ was invented on May 8, 1886, by Dr John Styth Pemberton, a pharmacist, in Atlanta, Georgia, USA. It first went on sale in Jacob’s Pharmacy, Atlanta, Georgia. In its first year, servings of ‘Coca-Cola’ amounted to less than 10 a day. Altogether 1.7 billion servings of Coke products are consumed every day¹⁴! At the beginning of the 1930s, the burgeoning Coca-Cola company was still looking for ways to increase sales of their product during winter. They turned to a talented commercial illustrator, who created a series of memorable drawings that associated the figure of a larger than life, red-and-white garbed Santa Claus with Coca-Cola¹⁵.

¹² Ideas for examples adapted from Indiana University, Writing Tutorial Services, 2004, 27 September 2005. <https://wts.indiana.edu/writing-guides/plagiarism.html> (viewed 3 September 2019)

¹³ Wikipedia, Coca-Cola, 2005, 22 November 2005 <https://en.wikipedia.org/wiki/Coca-Cola> (viewed 3 September 2019)

¹⁴ Coca-Cola About Coke, Interesting Facts about ‘Coca-Cola’, 2005, 22 November 2005, <https://www.businessinsider.com.au/facts-about-coca-cola-2011> (viewed 3 September 2019)

¹⁵ [Urban Legends Reference Pages: Cokelore, The Claus That Refreshes](http://www.snopes.com/holidays/christmas/santa/cocacola.asp), 2001, 22 November 2005 <http://www.snopes.com/holidays/christmas/santa/cocacola.asp> (viewed 3 September 2019)

Example of a paragraph taken from a text ¹⁶

No attempt at citation

Example (a) - Exact copy, no citation:

X

The Norborough farmer whose trial genetically modified maize crop was trashed by environmental campaigners says he is determined to fight on despite a set-back in the courts. Last month 21 environmental protesters, who destroyed the farmer's crop, were cleared of criminal damage by a jury at Norchester crown court, because they were acting in what they believed was a socially responsible way.

This is Plagiarism because:

- The passage has been copied exactly from the text, or AI generated summary.
- There is no citation.

Example (b) - Partial attempt to summarise, no citation:

X

Environmentalists are gaining popular and even implicit judicial support for illegal actions such as the destruction of crops, as shown when twenty-one environmental protesters, who destroyed the farmer's crop, were cleared of criminal damage by a jury at Norchester crown court, "because they were acting in what they believed was a socially responsible way."

This is Plagiarism because:

- The passage uses a direct quotation from (a), in quotation marks, without citation
- There is also a direct quotation from (a) without quotation marks. Neither of these is acceptable.

Example (c) - Few words changed (shown in bold), no citation:

X

The farmer from Norborough whose trial genetically modified maize crop was destroyed by environmental campaigners says he is determined to keep fighting despite an unfavourable decision in the courts. Last month 21 environmentalists, who trashed the farmer's crop, were cleared of criminal damage by a jury at the crown court in Norchester, because they believed they were acting in a way that was socially responsible.

This is Plagiarism because:

- There is no citation
- Changing the order of words does not make the work your own
- Replacing some words with alternatives does not make the work your own.

¹⁶ Chris Harrison et al., *Thinking through Science*, (London: John Murray, 2002), 52.

Example of paraphrase using own words with acknowledgement

Example:

✓ Environmentalists are gaining popular and even implicit judicial support for illegal actions such as the destruction of crops, as shown recently when a jury failed to convict environmentalists who had destroyed a genetically modified crop, as reported in Harrison et al. (2002, p. 52). This is a contentious issue if environmentalists believe that aggressive behaviour is acceptable in today's society.

This is not Plagiarism because:

- The information is cited. (Full details of source should be given in the bibliography).

Example of using a copied or downloaded graph, table, image or other material

Example (a):

X

Any graph, table, diagram, image, social media post, AI generated summary, AI composed text, audio/streaming video, etc copied from another printed or online source, with no citation.

This is Plagiarism because:

- No source is given

Example (b):

✓

Any graph, table, diagram, image, social media post, AI generated summary/diagram, AI composed text/image, audio/streaming video, etc copied from another printed or online source, with no citation.

Source: Author/publisher/handle, date, page, URL

(What you include depends on the type of source embedded)

This is not plagiarism because:

- The source is given, and full details should be given in the bibliography/ reference section.

Reference Generators

Each school/organisation has its own referencing style. You should seek advice about which style to use.

Some online resources (databases etc) will have an inbuilt citation generator or provide the citation for you.

Some examples of online generators available:

- [Cite This for Me \(free online\)](#)
- [Harvard Generator \(free online\)](#)
- [Citation Machine \(free online\)](#)
- [SLASA Online Referencing Generator \(by subscription\)](#)
- Microsoft Word (under Referencing tab)

It is your responsibility to ensure that the reference that is generated meets your school's requirements.

More Information

There are staff members in your college who can explain and give advice on this brochure or any other in this series.

Other pamphlets in this series that are available from the [BSSS website](http://www.bsss.act.edu.au) are:

What Certificates Could You Obtain?	Explains all the different certificates you could be awarded at the end of Year 12, and what's on them.
What's the ATAR?	Explains the Australian Tertiary Admission Rank and details how it is calculated.
Your Rights to Appeal	Explains the processes available for having results for Year 11 and/or 12 assessment tasks, units or courses reviewed.
What's Moderation?	Explains the consensus-based peer reviewed process used to moderate student work across the ACT.
Academic Integrity: Teacher Guide	A guide to what constitutes plagiarism and advice for teachers.
Equitable Assessment and Special Consideration in Assessment in Years 11 and 12: Teacher Guide	A guide to reasonable accommodation in assessment for students with special circumstances. (Student and Teacher versions).
What Additional Programs are available?	A guide to additional programs available for senior secondary students in the ACT.

Further information may be obtained at: <http://www.bsss.act.edu.au>

Acknowledgement:

Ms Kathy Ellerman, Dr Kim Morgan, Ms Helena Zobec and the Teacher Librarians of ACT Colleges were very generous with information and advice in the production of this booklet.

Enquires may also be directed to:

ACT Board of Senior Secondary Studies

GPO Box 158

CANBERRA ACT 2601

Phone: (02) 6205 7181

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