Wesley College
Academic Honesty Policy
2020-2021
Vision Statement

Wesley College Melbourne is a world class coeducational independent school developing the whole person through timeless principles of learning – to know, to do, to live with, to be with innovation and wisdom. (adapted from UNESCO)

Values Statement

Wesley College Melbourne is a world class coeducational independent school whose distinctive ethos values

- The individual talents and worth of each in its community
- An open entry policy and achievement of personal best in all areas
- A diverse, balanced curriculum, enabling students to excel academically
- Openness and creativity

A Profile for Living in the 21st Century

As a community of learners at Wesley College, we welcome the challenges of the 21st century by developing in each of our students the attributes outlined below by the IB.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</td>
</tr>
<tr>
<td>Principled</td>
<td>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</td>
</tr>
<tr>
<td>Balanced</td>
<td>We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</td>
</tr>
<tr>
<td>Reflective</td>
<td>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</td>
</tr>
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</table>

( IB Learner Profile in review, IB, 2013)
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SECTION 1: KEY APPROACH AND DEFINITIONS

Introduction

The purpose of this document is to:

• Set out the principles that inform Wesley College’s approach to academic honesty
• Outline the responsibilities of teachers, students and parents
• Outline preferred conventions for acknowledging original authorship
• Advise on what constitutes academic misconduct
• Outline the processes of managing academic honesty

Approach

For learners everywhere the practice of principled inquiry that lends rigour and integrity to the learning process and its outcomes is highly valued. The attributes of transparency, fairness and ethical engagement are generally accepted as central to the cause of true learning, whether undertaken by individuals or through group collaboration. Consequently, the practices that promote these attributes are considered to be essential skills with which learners must be equipped.

Wesley College’s approach to Academic Honesty practice is informed by the following values, principles, beliefs and considerations:

• The practice of academic honesty is both taught and caught
• Academic honesty is more fruitfully embedded through explicit, sensitive and creative teaching and learning practice than through punishment for breaches
• Academic honesty practice is essential to a pedagogy that requires learners to participate fully in constructing the knowledge to be learnt
• A successful culture of academic honesty is the product of collective effort that acknowledges differences in age, educational and cultural backgrounds

Key Definitions

What is Academic Honesty? Academic honesty is a set of values and skills that promotes personal integrity and good practice in learning and assessment (IBO Sep 2014 p76)

What is Academic Misconduct?

Academic misconduct is defined as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (IBO 2011). It covers, but is not limited to:

Collusion – unauthorised collaboration with another person. This includes both allowing one’s work to be copied; as well as submitting the work of another student as one’s own.

Plagiarism – presenting another person’s ideas as one’s own without acknowledging its source.

Fabrication – representing data observation or other research as genuine when it is not.

Duplication of work - submitting the same work for two separate assessment requirements.

Collaboration and collusion – collaboration is an important process for learning. It encourages students to participate in their own learning through cooperation with others to source information, share and reflect on the significance of facts, explore and develop ideas towards the execution of an assigned task or extended project, or to contribute in specified ways to a class learning activity. Collaboration is often a structured activity that involves students taking up recognised roles such as note taker, reporter, information finder, fact-checker, discussion moderator and so on. Through collaboration, students participate actively in contributing to their own learning and to the learning of others. They also acknowledge appropriately the work of others in the group. Collaboration is often initiated and directed by the teacher and is, thus, both an authorised and legitimate approach to the undertaking of learning tasks. It is, in this sense, different from collusion which, as defined earlier, is “unauthorised collaboration with another person” in the undertaking of an assessment task.
SECTION 2: RESPONSIBILITIES

The development and maintenance of a healthy culture of Academic Honesty that properly advances learning is the shared responsibility of the entire Wesley College learning community; the College, teachers, students and parents.

Wesley College is responsible for:

- Developing and communicating its Academic Honesty policy to all teachers, students and parents
- Ensuring that all cases where academic misconduct is suspected are handled in a transparent and comprehensive manner which supports the rights of all parties
- Meeting the requirements articulated in academic honesty documents as published by the International Baccalaureate (IB), the Victorian Curriculum and Assessment Authority (VCAA) and the Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Ensuring that Curriculum Coordinators communicate age appropriate academic honesty information and practices to all teaching staff
- Providing appropriate professional development for teachers
- Supporting parents with relevant information and skills that enable them to encourage academic honesty behaviours among their students
- Ensuring the establishment of a culture of teaching and learning that explicitly honours the values and practices of academic honesty

Teachers at Wesley College are responsible for:

- Explaining what academic honesty looks like in a manner appropriate to the age group, and the educational and/or cultural background of the students that they teach
- Explicitly reinforcing academic honesty behaviours through all teaching, learning and assessment practices
- Consistently requiring students to demonstrate knowledge and skills of academic honesty practice with regards to learning and assessment tasks as appropriate
- Constructing learning and assessment tasks that do not lend themselves easily to academic misconduct
- Modelling good practice of academic honesty in their own work and in their interactions with students
- Explicitly developing in their students those skills and approaches to learning (e.g. self-management skills) that pre-empt the need for academic misconduct
- Rigorously adhering to guidelines given by external assessment authorities regarding undue teacher assistance
- Ensuring that students are aware of the consequences of academic misconduct
- Maintaining due vigilance to identify instances of academic misconduct both for use as teaching and learning opportunities and for applying consequences in accordance with the stipulations of this academic honesty policy
- Formally confirming the authenticity of assessment tasks submitted by students as required (e.g. IB DP Extended Essay; IB DP Theory of Knowledge; IB DP internally assessed work; IB MYP Personal Project; VCE School Assessed Coursework (SACs))
Primary Years students at Wesley College are responsible for:

- Developing the knowledge and skills involved in finding and using relevant ideas from others and acknowledging where they come from
- Using their own words to share knowledge and understandings
- Referencing correctly according to the age appropriate convention taught
- Not allowing others to copy or use their independent work
- Confirming the originality of their work for the PYP Exhibition, using the Wesley College Academic Honesty Declaration form

MYP students at Wesley College are responsible for:

- Availing themselves fully of all opportunities provided at school to develop the knowledge, skills and attitudes that promote the practice of academic honesty
- Ensuring work submitted is authentic and a result of their own industry, creativity and thinking
- Acknowledging all external source material and ensuring each is correctly referenced
- Maintaining notes and research material for verification
- Working independently and not seeking or providing undue assistance
- Understanding that when a product is required from a group, it should reflect each member’s contribution
- Signing and dating an Academic Honesty Declaration Form as well as a Community Project (Clunes) and Personal Project (Year 10) Declaration Form

Senior Years students at Wesley College are responsible for:

- Availing themselves fully of all opportunities provided at school to develop the knowledge, skills and attitudes that promote the practice of academic honesty
- Working with teachers and fellow students to ensure all are operating within the definitions of academic honesty as set out in this policy document
- Ensuring all work submitted is authentic and based on the student’s individual and/or original ideas.
- Fully acknowledging the ideas and work of others through the use of appropriate citation and referencing
- Not soliciting or receiving undue assistance from another person in the preparation and submission of work
- Not submitting the same work for different assessment components, program or study requirements (IB MYP; IB DP; VCE/VET; SYLF)
- Not discussing or sharing own work with other students (either in electronic or paper form) in a manner which could jeopardise the originality and integrity of a student’s own work without express authorisation
- Signing and dating an Academic Honesty Declaration Form as well as an
  - Authentication Record for School-assessed coursework (VCE only)
  - Internal Assessment Declaration Form (IB DP only)

Parents of Wesley College students are responsible for:

- Ensuring that they are well familiar with the details of the Wesley College Academic Honesty policy and able to explain same to their children
- Discussing the implications of the Wesley College Academic Honesty Policy with their children
- Overseeing their children’s adherence to academic honesty principles and providing support, as required, to the school in this regard
- Appropriate monitoring of their children’s work in the home
- Not providing, or facilitating the provision of, undue assistance to their children with school work and/or assessment tasks
- Providing reliable support, when required, to the College’s efforts at addressing any issues of academic misconduct in which their child may be implicated
SECTION 3: EDUCATION AND SUPPORT

Academic Citing and Referencing

Acknowledging sources through referencing is an essential element of academic work. While there are several formats and styles through which students may provide references different referencing formats may not be used in the same piece of work. To promote consistency across Wesley College, each Learning Area will select a preferred referencing style for use by students in Years 11 and 12 (IB DP; VCE). The following are recommended for consideration:

- American Psychological Association Referencing Style (APA)
- Modern Languages Association Referencing Style (MLA style)
- The Footnote / Bibliography or 'Oxford' Referencing System
- Harvard Referencing System

The preferred referencing style recommended for students in the Primary and Middle Years is the Harvard, author-date referencing system.

Further advice on referencing can be found in Effective citing and Referencing (IBO 2014).

Supporting Resources

In addition to this Academic Honesty Policy document being readily available to staff, students and parents, Wesley College will continue to offer the following resources to support authentic and rigorous practice of academic honesty:

- Professional development for all staff on the concepts and practices of academic honesty and the school's policies and procedures for dealing with cases of misconduct
- Instruction for all students (PYP; MYP; Senior Years) on the concepts and practices of academic honesty
- Formal sessions in research skills and use of the School Library Association of South Australia (SLASA) online referencing generator through the Library
- Plagiarism and referencing skills based session in the library for students in Year 7
- Use of Refworks, a document and citation management software that allows students to collect and import references directly from AquaBrowser Library, databases, and webpages into Refworks. Refworks provides students with the tools required to manage their research and referencing, and provides access to a vast and flexible range of citation styles
- Use of the online originality checking software, Turnitin, as a tool for detecting plagiarism (deterrent) and for teaching about plagiarism (instruction)

Sample Scenarios

Please refer to the Appendix for age-specific examples of academic misconduct.
SECTION 4: MANAGEMENT OF ACADEMIC MISCONDUCT

Each case of academic misconduct will be assessed individually, taking into account the particular circumstances and degree of dishonesty.

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning (UNIS, 2014).

A Record of Discussion (ROD) form will be completed for each reported case of academic misconduct in the Middle and Senior Years. The completed ROD form will be kept in the student’s file.

Primary Years Students

Any breach of the Academic Honesty policy is seen as a learning opportunity for teachers to provide mini-lessons on skills that are not fully developed.

Where misconduct continues to occur, despite intervention and support from the teacher, parents will be contacted. Discussions will be held between teacher, parent and student to ensure more targeted systems are in place, both at home and school, to support the student in maintaining the integrity of their work (i.e. more regular communication, conferencing about student work). A Record of Discussion (ROD) form will be completed and kept in the student’s file.

MYP and Senior Years Students

Initially, all cases of suspected academic misconduct will be investigated by the class teacher and a meeting held with the student to ascertain the facts of the case. The teacher will document the meeting using the ROD form and communicate this to the appropriate Curriculum Coordinator.

Based on the information received, the Curriculum Coordinator, in consultation with the teacher and the Head of Faculty, will then determine whether the incident needs to be investigated further. Such further investigation may require a written statement from the student. Outcomes of the process, at this stage, may include the levy of an academic penalty, a requirement to rewrite or resubmit, the issue of a warning to the student or the dismissal of the case. The Curriculum Coordinator will communicate the outcome to relevant staff, student(s) and parents.

For serious or repeated cases of academic misconduct, a panel comprising relevant representatives from the learning area and pastoral care team will be formed.

The primary objectives of the panel are twofold – (i) to reinforce the principles and practices of the Wesley College Academic Honesty Policy and (ii) to provide assistance to the student as appropriate. Convened and chaired by the Curriculum Coordinator for the program, the panel will review all evidence available on the case, including at a minimum:

- the ROD from the initial meeting
- the student’s written statement
- the work submitted for assessment

The panel will also require a conversation with the student(s) involved and/or their parent(s).

At the conclusion of its review, the panel will recommend an appropriate course of action for consideration and approval by the Head of School. A record of the panel’s recommendations will be kept on the student’s file.

Rights of the Student

- Students are allowed to have a parent, guardian or other advocate present in any panel meeting to discuss the incident and its likely consequences.
• They will be given the opportunity to provide a verbal or written statement that explains events from their perspective at the panel meeting

Students will be informed of the consequences relating to the particular act of misconduct in which they are alleged to have been involved.

Sanctions

Where a sanction is warranted, this will be in line with the severity of the student’s misconduct. The Curriculum Coordinator will then, with the Head of School’s permission, communicate the sanction imposed to the students’ parents.

A wide range of sanctions could be invoked in cases of academic misconduct. For first time offenders or for misconduct deemed more to be the result of carelessness rather than deliberate dishonesty, sanctions may include a warning, the requirement to resubmit work and/or counselling. For repeat offenders and those deemed to represent deliberate academic dishonesty, sanctions may range from a loss of marks, detention and suspension and, in extreme cases, withdrawal from the College.

Cases of repeated academic misconduct will be referred to the Head of Campus or the College Principal where appropriate.

Any academic misconduct in Year 12 Internal Assessments (IB), School Assessed Coursework (VCE) or external examinations (IB or VCE) will result in sanctions as imposed by the governing bodies of IBO (IB Diploma Programme Assessment Procedures 2019, Sechon A4, p35 – 43) and VCAA (VCE and VCAL Administrative Handbook 2019, p81-86).

Policy Review

• This Policy document will be reviewed and updated every two years
• The review panel will consist of the members of the Teaching and Learning Directorate and any other persons (staff, curriculum leadership and students) co-opted for the purpose
• The version of the update will be clearly displayed in the document footer

References

• Academic Honesty in the IB – IB Position paper Jude Carroll October 2012 IBO
• Academic Honesty in the IB Educational Context November 2016 IBO
• Effective Citing and Referencing August 2014 IBO
• Diploma Programme Academic Honesty July 2011 IBO
• Handbook of Procedures for the Diploma Programme 2019 Section A4: Academic Honesty
• General Regulations: Diploma Programme
• VCE and VCAL Administrative Handbook 2019
• IB Learner Profile 2017 IBO
• UNIS Academic Honesty December 2014
ACADEMIC HONESTY DECLARATION

Student Name: __________________________

Program of Study: (please circle)  IB PYP*  IB MYP  IB DP  VCE/VET  SYLF

Student Acceptance

I have received, read, understood and accepted the Academic Honesty expectations as outlined in the Wesley College Melbourne Academic Honesty Policy. I understand that these expectations apply to all Wesley College Melbourne students regardless of their program of study.

Full Name: ________________________________________________________________

Signed: ___________________________________________ Date: _____ / ____ / _____

Parents/Relative/Guardian Acceptance

I have received, read, understood and accepted the Academic Honesty expectations as outlined in the Wesley College Melbourne Academic Honesty Policy. I understand that these expectations apply to all Wesley College Melbourne students regardless of their program of study.

Full Name: ________________________________________________________________

Signed: ___________________________________________ Date: _____ / ____ / _____

School Witness

A Curriculum Coordinator or Head of Campus/School must sight and approve this agreement.

Full Name: ________________________________________________________________

Position: ________________________________

Campus: ________________________________

Signed: ________________________________ Date: _____ / ____ / _____

* Years 5 and 6 only
ACADEMIC HONESTY RECORD OF DISCUSSION FORM (ROD)

Student Name: ___________________________ Year Level/Homeroom/Tutorial __________

Program of Study: (please circle)  IB PYP*  IB MYP  IB DP  VCE/VET  SYLF

☐  Initial meeting  ☐  Panel Meeting  Date/time: ______________

People present: ____________________________________________________________

Concerns discussed:

Process followed:

Evidence presented/reviewed:

Outcome/follow-up:

Staff to be informed: please tick relevant staff

☐  Homeroom teacher/tutor  ☐  Subject teacher (specify*)  ☐  Individual Needs
☐  Curriculum Coordinator  ☐  Counsellor  ☐  Head of School
☐  Head of Campus  ☐  Principal  ☐  Other (specify*)

*Please specify ‘Subject teacher/Other’: ____________________________________________
### APPENDIX

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<td>ATL: self-management, social, communication thinking and research skills.</td>
</tr>
<tr>
<td>Group Work</td>
<td>Culminating project</td>
</tr>
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A Year 2 student is working as part of team for the summative task for their *Who we are* unit of inquiry. The teacher notices that this child is not contributing their ideas and participating as an active group member.

The teacher has a one-to-one conversation with the student to ensure clarity of the task and encourages participation by asking questions. They remind the student of the importance of presenting his/her own ideas as part of a collaborative process.

Throughout the lesson, the teachers address the whole class to remind them of their essential agreements for collaboration. The teacher reinforces the importance of every child having the opportunity to offer new or different ideas.

The children identified the ATL that they strengthen when working collaboratively.

A Year 6 student is working as part of team on the exhibition. During the research process a variety of sources, including books, blogs, internet videos, images and print articles were accessed.

Since the information is easily available, he is confused as to whether or not all sources need to be documented.

The teacher engages in a discussion with the whole class that allows for clarification around the responsibility to cite sources and examples of an agreed way to reference the sources.

To further develop skills related to academic honesty, the Library staff run mini lessons focusing on different aspects of academic honesty.

#### MYP Science

<p>| ATL: self-management, social, communication thinking and research skills. |</p>
<table>
<thead>
<tr>
<th>Scientific Investigation</th>
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</thead>
<tbody>
<tr>
<td>A Year 7 (MYP2) student has conducted a scientific investigation and is processing their results. The results were unexpected and varied from other students. The student decided to alter the results presented in the report.</td>
</tr>
<tr>
<td>Before the students submit their reports the teacher discusses variations that may exist and the importance of students reporting accurate data collected.</td>
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<tr>
<td>The teacher explains that relevant assessment criteria focuses on how data is reported, processed and analysed not the accuracy of the data.</td>
</tr>
<tr>
<td>Copying, creating or manipulating data will not attain higher achievement levels. Scientific academic honesty relies on principled researchers who report accurately.</td>
</tr>
</tbody>
</table>

#### MYP Mathematics

<p>| ATL: self-management, social, communication thinking and research skills. |</p>
<table>
<thead>
<tr>
<th>In class Summative Task</th>
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<tbody>
<tr>
<td>A Year 8 (MYP 3) student in another class has completed an in class test and discusses key aspects of the test with another Year 8 (MYP 3) student, due to complete the test the next day.</td>
</tr>
<tr>
<td>The teacher notifies the Curriculum Coordinator together with the Head of School/Cluster Leader. They discuss with both students the importance of academic honesty by referring to the relevant section(s) of the <em>Wesley College Academic Honesty</em> policy. Parents are contacted.</td>
</tr>
<tr>
<td>The work submitted by both students for this class test will not be graded; only feedback will be provided.</td>
</tr>
<tr>
<td>MYP Community Project</td>
</tr>
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<td>-----------------------</td>
</tr>
<tr>
<td>ATL: self-management, social, communication thinking and research skills.</td>
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<tr>
<td>Group Work</td>
</tr>
<tr>
<td>A Year 9 (MYP4) student has been working on their project as part of a group. The student has found it difficult working within a group. One member of the group has included the student’s ideas and research without acknowledgment. The supervisor works with the group and discusses the importance of academic honesty by referring to relevant section(s) of the Wesley College Academic Honesty policy. The supervisor would provide additional opportunities and resources to the group to develop their paraphrasing, citing and referencing skills. The supervisor may use coaching techniques with the group to develop collaboration skills within the group.</td>
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<tr>
<th>DP Extended Essay</th>
<th>VCE Unit 1 Psychology</th>
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<tr>
<td>World Studies Extended Essay Process Journal</td>
<td>Individual Assignment</td>
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<tr>
<td>A DP student is completing their World Studies Extended Essay and changes their focus late into the process. The supervisor has not seen any evidence of work on the new focus; the previous reports from supervisor meetings have been recorded in the Process Journal. The supervisor reminds the student of the importance of the Process Journal in documenting ideas and progress throughout the project including key developments such as shifts in thinking, uncovering of new material etc. The supervisor explains that an additional benefit of the Process Journal is to share communication between students and their supervisors, to note main points discussed at meetings and to demonstrate the authenticity of the work undertaken by the student. The student is reminded that a final declaration of authenticity must be signed by the student and the supervisor on submission of the final Extended Essay. In this case as long as the student has recorded detailed progressions of ideas throughout the research and writing in the process journal there is no need for concern.</td>
<td>During moderation of student work between classes it is found that two students from different classes have submitted an assignment that is very similar. There is no acknowledgement in either student’s assignment of collaboration in the task. The two class teachers notify the VCE Coordinator and Head of Faculty and a meeting is held with both students involved to determine the circumstances of what appears to be collusion. The students are referred to the appropriate section of the Wesley College Academic Honesty policy. The student whose work was copied without their knowledge receives a warning. The student who copied the work receives zero for the assignment and is asked to resubmit. The parents of both students are advised of the sanctions.</td>
</tr>
<tr>
<td>SYLF Certificate II: Skills for Work and Vocational Pathways</td>
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<tr>
<td>Assessment Task</td>
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A SYLF student has completed the first part of an in class assessment task and then discussed details with another student prior to them both attempting the next part of the assessment task the following day. The requirements of the task state that students may only consult with the subject teacher.

The subject teacher meets with both students and discussed the importance of academic honesty by referring to the relevant section(s) of the Wesley College Academic Honesty policy.

Both students are required to resit the second part of the assessment task independently to show competencies.