



PO LEUNG KUK CHOI KAI YAU SCHOOL
ACADEMIC HONESTY POLICY

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1. General statement

1.1 As stated in our education mission, we aim to produce students who are assets to Hong Kong, China and the world. The school offers an excellent learning environment, including appropriate teaching targets, effective teaching strategies, well-qualified staff, a student-centred curriculum and ideal teaching facilities. The school values the cooperation of parents, cultivates a desire for learning among students, fosters an ethos of a learning community, and aims to provide a happy and stress-free environment in which students can develop into righteous, responsible, knowledgeable, internationally-minded and independent life-long learners who can face the challenges of the future.

1.2 Po Leung Kuk Choi Kai Yau School (CKY) is committed to ensuring that all students maintain and uphold personal integrity and academic honesty.

1.3 CKY ensures that all students are taught how to develop good academic practices at all times and how to develop the attributes of the IB Learner Profile.

1.4 The International Baccalaureate (IB) and Cambridge Assessment International Education (Cambridge International) Academic Honesty Policy documents are fully implemented and followed by all students and teachers at CKY.

1.5 Students should be aware that if a piece of work is formally submitted to the IBO/Cambridge International for assessment which breaches the Academic Honesty Policy, the procedures that are formally imposed by the IBO/Cambridge International shall be imposed. Please refer to the “Academic Integrity” document from IB and the “Cambridge Handbook 2025 (International)” document for further details.

2. Ensuring Academic Honesty

2.1 Students are ultimately responsible for ensuring that all work submitted for assessment has been completed with integrity, honesty and complies with this Academic Honesty Policy.

2.2 Students are expected to take responsibility for reviewing their own work to ensure that it complies with the Academic Honesty Policy before submitting it.

2.3 All teachers are responsible for ensuring that students understand and are aware of the Academic Honesty Policy and that they guide the student to produce work with integrity and honesty. This includes teachers modelling good practices of academic honesty.

2.4 In conjunction with the Principals, Senior Teachers and Senior Librarian, the Diploma Programme Coordinator (DPC) and IGCSE Coordinator (IGCSEC), all teachers are

responsible for ensuring that all students receive appropriate instruction, guidance and counselling to engage in honest academic practice throughout the course of their studies at CKY School.

3. Academic Honesty and Malpractice

3.1 Academic dishonesty can, in general, take several forms and includes, but is not limited to, the following activities (“Academic integrity policy”):

- a. *Plagiarism*: taking the words, ideas, diagrams, pictures or any other form of information that has been created or presented by another entity and passing that ‘work’ off as one’s own.
- b. *Paraphrasing*: rearranging the words of a published author or an Internet source without acknowledging the source.
- c. *Peer plagiarism*: reproducing in part or in whole, with or without his or her knowledge, the work of another student or person and passing it off as one’s own.
- d. *Submitting work commissioned, edited by, or obtained from a third party*: where another entity or group of entities has completed one’s ‘task’ as though they were the student, in whole or in part, and the work is submitted as the student’s own work.
- e. *Collusion*: helping another student to prepare work which should be done independently or to be otherwise academically dishonest.
- f. *Falsifying data*: fabricating the collection of data or altering data, which has been collected in any way.
- g. *Duplication*: submitting work that is the same or substantially the same for more than one assessment either in the same course or in a different course.
- h. *Inclusion of inappropriate, offensive, or obscene material*: submitting work that includes material that is not appropriate for others, e.g. a candidate used offensive and derogatory language against a specific gender in a 15-minute video submission.
- i. *Assessment Cheating*: Any action that results in, or attempts to result in, an unfair advantage during an assessment, including unauthorised communication, possession or use of prohibited materials or devices (including but not limited to smartphones, watches and smart glasses), or sharing assessment content (*intentionally or unintentionally*) before all candidates have completed the assessment or within 7 days of the assessment date, whichever is earlier.

For the purposes of this Policy, an entity is defined as any individual, group of individuals, organisation, company, or software application, including generative artificial intelligence tools. Assessment includes, but is not limited to, quizzes, examinations, unit challenges and any other form of summative assessment.

4. Encouraging Academic Honesty

4.1 Students are expected to practise self-respect, respect for others and respect for property whether it is tangible or intangible.

4.2 CKY recognises that students require support to avoid academic malpractice.

4.3 Students are constantly exposed to the concept of Academic Honesty and relevant practices from Year 1 through Year 12 through the intervention of class teachers, form tutors, subject teachers and library staff.

4.4 Students engage in class tasks, library presentations and other self-study research-based projects from Year 1 throughout that allow them to develop the necessary skills to produce their own work with integrity and honesty.

4.5 To encourage students to incorporate the practice of academic honesty into their own work, at CKY students take part in a 'Graduation Project', which is a research-based project/essay undertaken separately in Year 5, Year 8 and Year 10 (in the form of the individual report component for Global Perspectives). Students are expected to incorporate principles of academic honesty at all times.

4.6 All students attend an Induction programme at the start of the IBDP course where the principles of academic honesty are reinforced. The aim of the course is to provide all students with the research, writing and referencing skills that are required to complete the core and specific subjects of the IBDP course with integrity and honesty.

4.7 Subject teachers at CKY assist candidates by providing them with sufficient information and guidance to enable them to conduct increasingly independent work.

4.8 The library staff provides appropriate further training and mentoring for students in research, writing and referencing to ensure that students know how to conduct their studies with academic integrity.

5. Resources to Help Students Avoid Academic Dishonesty

5.1 Students, Teachers and Librarians have access to an electronic resource www.turnitin.com. This electronic resource should be used by all IBDP students and staff to ensure that the work that has been completed by students (such as the IBDP Extended

Essay, TOK essay and internal assessment) is representative of the student's own work and does not infringe any rights of any other person.

5.2 Training is provided to students to ensure that they learn about appropriate citations and the aspects relating to good academic practice.

6. Prevention of Academic Dishonesty

6.1 Upon request, students are to submit their work on www.turnitin.com or other relevant third-party apps to help prevent academic malpractice.

6.2 Students are encouraged to keep all draft copies of the work that they produce and should be prepared to submit these upon request.

6.3 Students are expected to follow the CKY referencing guide, which adopts the Modern Language Association (MLA) Referencing Method when citing published works. A copy of this referencing guide is available to all students and staff (in both the library and on the library website) and training will be provided.

7. Procedures for Investigating Suspected Cases of Academic Dishonesty

7.1 In the event that a teacher or another member of staff believes that a student may have breached the Academic Honesty Policy, they will immediately inform the Senior Teacher (Academics) / IGCSEC / DPC as appropriate.

7.2 Both the person who raised the possible breach and the Senior Teacher / IGCSEC / DPC will investigate the matter further.

7.3 The student will be informed of the investigation and invited to attend a meeting with the Senior Teacher / IGCSEC / DPC and the person who raised the issue.

7.4 Provided that a satisfactory explanation is provided and there has been no case of academic dishonesty, no further action will be taken.

7.5 If it is clear that an academic infringement has occurred the student will be dealt with in accordance with the consequences set out below in Sections 8 and 9 below.

8. Consequences (relating to school-based assessments or in-school assessed work)

8.1 Academic Dishonesty is a serious matter at CKY and regarding any students who have infringed on the Academic Honesty Policy in the above areas the following action will be taken:

- a. The student will be referred to the Class Teacher (Primary) / Head of Year (Secondary) and the relevant Head of Department (Secondary) / Senior Teacher (Academics) / IGCSEC / DPC and the student's parent(s) / guardian(s) will be notified.
- b. The student will be permitted to finish the assessment but will receive zero marks. Students will be given access to the assessment for review purposes.
- c. The student will be required to write a reflection on how/why the matter took place and what steps they will take to avoid malpractice in the future. A negative behaviour record will be added if the student is in Secondary.
- d. If the student has any second or more offences of academic misconduct within the same academic year, the misconduct will be recorded in the school report card as follows: *"Two (or specify the exact number) instances of academic misconduct were recorded this year."*

9. Consequences (relating to an Internal Assessment for IBDP, IGCSE coursework or External IBDP/IGCSE Assessment) before the work is submitted to IBO/Cambridge International.

9.1 An instance of academic dishonesty in relation to an internal or external assessment is considered to be a serious matter.

9.2 A student who has submitted work which does not meet the requirements of the Academic Honesty Policy, relating to internal or external assessment for the IBDP/IGCSE programme, will be dealt with as follows:

- a. The DPC/IGCSEC will be notified immediately and the student's parents will be required to come into school for a consultation with the DPC/IGCSEC and Vice/Head Principal.
- b. IGCSE: If the student's first or second instance of submitting an assessment violates the Academic Honesty Policy within the IGCSE, the Department Head and subject teacher will provide corrective instruction, including proper source usage and referencing. Following this intervention, the student may, at the supervision of the teacher, be permitted to revise and resubmit the coursework.
- c. IGCSE: If this is the third or more time that the student has handed in any piece of work, relating to an internal or external IGCSE assessment component, that does not meet the requirements of the Academic Honesty Policy, the school will withdraw the student from the IGCSE subject at CKY.

- d. IBDP: If this is the first or second time that the student has submitted a piece of work which does not meet the requirements of the Academic Honesty Policy within the IBDP, the student may be given the opportunity to amend the Internal/External Assessment under the supervision of a teacher, following academic counselling.
- e. IBDP: If this is the third or more time that the student has handed in any piece of work, relating to an internal or external IBDP assessment component, that does not meet the requirements of the Academic Honesty Policy, the student will be given a F grade for the submission for that subject in the expected exam session and the student will not be able to complete the IBDP. The student may be given the opportunity to register for the next exam session to complete the IBDP with the discretion of the Head Principal.

9.3 The first and second instance of academic dishonesty will be recorded by the DPC/IGCSEC, and the student will be given a negative behaviour record. The student will be required to write a reflection on how/why the matter took place and what steps they will take to avoid malpractice in the future. If the student has any second or more offences of academic misconduct within the same academic year, the misconduct will be recorded in the school report card.

10. Malpractice during external IBDP/IGCSE examination sessions

10.1 CKY Exam Invigilators are expected to remain vigilant throughout the examination sitting to prevent and detect any instances of examination cheating.

10.2 Where examination cheating is suspected, the Exam Invigilator will inform the DPC/IGCSEC immediately and keep a written record of the incident.

10.3 The DPC/IGCSEC will conduct a thorough investigation of the suspected malpractice, which includes conducting interviews with the student concerned and the exam invigilator(s).

10.4 The student's parents will be required to come into school for a consultation with the DPC/IGCSEC and Head Principal.

10.5 A statement will be completed and sent to the IBO/Cambridge International.

10.6 From then on, the school will have to follow the instructions given by IBO/Cambridge International, based on its findings.

10.7 Depending on the outcome of the findings, the most serious scenario is that the student is disqualified from taking the examinations for that session altogether and will be

banned from registration for future examination sessions (“Academic integrity policy”; “Cambridge Handbook 2020 (International)”).

10.8 CKY reserves the right to discipline a student if the IBO/Cambridge International detects a case of malpractice. In an extreme case, the student may have to withdraw from the school.

11. Responsibilities of Students, Teachers and Parents

11.1 It is the responsibility of teachers, staff, students and parents to ensure that they are aware of the contents of the CKY Academic Honesty Policy and understand what constitutes academic honesty, and academic malpractice, and its consequences.

11.2 Students should recognise that they are responsible for the honesty and integrity of their own work and that the consequences of any breach of the Academic Honesty Policy be theirs alone.

11.3 Students should ask a teacher or a librarian for advice if they are at any time unsure about how to use information or to reference sources.

11.4 Parents should ensure that their children are aware of the need to be honest and why this is important in terms of their academic practice and character development.

11.5 Teachers should consistently model good academic practice.

11.6 The DPC/IGCSEC should ensure that the Academic Honesty Policy is explained to all staff, students and parents.

11.7 The DPC/IGCSEC are required to investigate any breaches of the Academic Honesty Policy in an equitable manner following school and IBO/Cambridge International requirements.

11.8 The Head Principal, in consultation with the Vice Principal (Academics) will review all cases described in Section 8.2 and Section 9 on their merits and shall communicate the final decision clearly to all parties concerned.

12. Use of artificial intelligence (A.I.)

12.1 Artificial intelligence (AI) is an important part of our society and it is now commonly accessible to students. Therefore, fostering the development of AI literacy and its ethical use is now an integral part of education. This section outlines how AI, especially generative AI tools (e.g. large language models and image generators), may be used to support students in their learning while adhering to academic honesty.

12.2 Accessing information: AI can access information quickly, as they have been trained on a vast amount of data collected from various sources and often have tools that allow them to search the internet or a database for additional data. Therefore, claims made by the AI should be treated as secondary sources, just like Wikipedia. Moreover, the information generated by the AI could be inaccurate or hallucinated, especially when it does not have the correct data required. Students must verify the information using primary sources by reading the sources the AI claimed to have cited or manually searching for credible sources. It is generally not appropriate to cite an AI model for the same reason it is not appropriate to cite Wikipedia or Google Search.

12.3 Generating ideas: AI is an excellent support tool to bounce ideas off, and the conversation can help students explore and focus on meaningful ideas to work on. To ensure high-quality discussion, students must write specific prompts for the AI to provide the necessary context for it to work on. Prompt engineering is a skill that students should master, so that the AI generates responses that are useful to the students. This can be helpful for students starting at the beginning of the assignments; however, the students must then think critically and evaluate the information from the conversation to decide how to complete the assignment.

12.4 Summarizing research: AI works best when provided with high-quality information as its context. This means students can upload a long article and query the AI about the content. This helps students to determine if the article is relevant to their assignment topics. The AI can also be used to explain certain concepts from the article. However, the primary source should still be checked and referenced as the AI might hallucinate.

12.5 Language support: Students may use basic spell-checkers and non-generative grammar checkers to improve language accuracy. While AI can be a helpful resource for independent learning and practice, submitting work refined by AI that is beyond simple mechanical corrections is a violation of academic integrity, especially when an assignment evaluates communication, sentence structure, or translation. Additionally, students are not permitted to write an essay in one language and use software to translate it for submission, as the final product must reflect the student's actual proficiency.

12.6 Each assignment is designed to assess students' learning. AI tools may be used to support the students, but they must not be used to generate any part of the assignment and claim the work as their own. Malpractice that leads to academic dishonesty has been outlined in section 3 of this document. Some assignments might strictly prohibit the use of certain technology as they require skills that could not be validly assessed if the technology

was used (e.g. drawing, mental maths, etc.).

12.7 The following scenarios provide some additional context that demonstrates the misuse of AI. In general, these are cases where AI-generated work is being submitted as part or all of the assignment and the student claimed it as his or her own work:

- Providing AI with bullet points or rough ideas and asking it to generate the rest of the essay or a script for an oral exam
- Asking the AI to generate the correct answers for an assignment
- Asking AI to analyse data and generate a graph directly when the data analysis and the graph are going to be graded

12.8 If AI-generated work must be used (e.g. you are analysing the quality of AI-generated content or using AI-generated images to enhance visual presentation), then it must be treated as an external source to be cited and referenced properly using MLA format (see <https://style.mla.org/citing-generative-ai/>):

- Display the AI work using quotation marks and provide an in-text citation for the AI work, for example:

The green light in *The Great Gatsby*, ChatGPT notes that it “ultimately symbolizes both possibility and the unattainable nature of his desires, capturing the tension between hope and illusion” (“Describe the symbolism”). This interpretation shows how the light embodies Gatsby’s dream of a future with Daisy while also reminding the reader of the impossibility of fully achieving it.

- In the Works Cited section, the prompt given to the AI tool and the date when the work was generated must be provided, for example:

Works Cited

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt. ChatGPT, model GPT-4o, OpenAI, 8 June 2025,
https://chatgpt.com/s/t_68bf94c1e8.

12.9 Students should take responsibility when using any technologies or tools in ways that fall outside the boundaries of academic integrity. This includes ethical concerns, such as privacy and security issues when uploading, downloading and sharing any sensitive information and understanding the potential bias in the AI response. An academic integrity

declaration form must be completed and signed by the students when submitting IGCSE coursework and IB Diploma required internal and external assessments (final version only).

12.10 Students are strictly prohibited from submitting work in any subject that has been written in one language and then translated into another language.

12.11 Following the general rationale from IBO, Year 1 to Year 12 students are not allowed to use software to improve language and grammar.

12.12 Teachers should design the assessment tasks and rubrics in ways that the learning outcomes will not be undermined by the use of Generative AI by students.

12.13 Teachers can submit student assessment outputs to AI detection tools to identify answers generated by Generative AI. Teachers should note, however, that these tools may not always accurately identify AI output. If there is any suspicion of unethical AI-generated work, teachers should consider complementary strategies such as oral viva voce defences and process documentation (e.g. revision and draft history).

12.14 To authenticate the students' work, teachers may request that students provide a detailed explanation of their work.

The academic honesty policy is reviewed annually by the senior management team and was last reviewed in August 2026.

References

"Academic integrity policy." IBO. May, 2026. Web. 3 July 2026.

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