

ACADEMIC INTEGRITY POLICY

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2a: Citing a websiteWebsite (Example 1): News article (Digital edition)

European bank Still stressed out

Website (Example 2): Blog posts

Powering Ecological Agriculture in India

Website (Example 3): Journal article in pdf format

Website (Example 4): Research paper in pdf format (Google scholar)

Website (Example 5): General Information

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Work cited: <https://app.refme.com/home#/project/2397338>

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A. Connection with school mission statement

Fountainhead Student Mission Statement: **“To nurture leaders with character and competence”**.

The kind of leaders that the school hopes to nurture are those who can take charge of their lives, work effectively with others, do the right thing even when no one is watching them, and are internationally minded. Such leaders need both character and competence to survive and succeed.

Academic integrity is the commitment and demonstration of ethical behavior in an academic setting which also includes Fountainhead values and IB learner profile. Academic integrity gives its stakeholder an opportunity to develop character which is one of the goals of the mission statement.

B. Purpose of Academic integrity policy

In an age where information and opinions are readily available and exponentially growing, it is important to educate students to talk about this information confidently or write about their learning explicitly; focusing on the process of how they constructed their ideas, as well as what perspectives they agreed with or rejected. This is essentially what academic integrity is: making knowledge, understanding and thinking transparent.

Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills (accurately citing and referencing) are essential but the understanding of the concepts and values behind them comes first.

This will also provide a safe learning environment for students supporting academically honest behaviors. (*“Academic Honesty In The IB Educational Context”*)

The major objectives of the school are:

- To ensure that all students understand what academic integrity is.
- To prepare the school community for the responsible use of AI tools.
- To show respect for the work of others.
- To develop respect among the students for the integrity of all forms of assessment.
- To provide guidelines to students on study skills and academic writing.
- To provide guidelines to students on how to conduct research and how to acknowledge primary and secondary sources.
- To make students understand what constitutes malpractice.
- To make them aware of the consequences of malpractice.
- To foster a school culture that promotes good academic practice and actively encourages academic integrity.

- To inform legal guardians regarding the general characteristics of the Academic Integrity Policy and how the school implements it. This is done through Parent Teacher Conferences and policy-related sessions conducted for the parents).

C. IB Learner Profile Attributes

- **Principled:** Our academic integrity policy instills a strong sense of honesty and fairness, guiding students to make ethical choices and uphold academic standards. By promoting a commitment to truthfulness and accountability, the policy helps students develop into principled individuals who respect the intellectual contributions of others and maintain integrity in their academic endeavors.
- **Responsible:** Our academic integrity policy emphasizes the importance of personal responsibility and accountability in academic work. By encouraging students to take ownership of their learning and actions, the policy supports the development of responsible individuals who understand the significance of ethical behavior and the impact of their decisions on the community.

D. Fountainhead Values

- **Fairness:** The school enforces the importance of treating everyone's work with equity and ensuring a just approach in the learning and assessing process.
- **Responsible:** The school sees being responsible as one of the 5 fundamental values of Academic Integrity, ensures the ownership of the learning,
- **Respect:** The school aims at honoring the intellectual contribution of others by proper citation and acknowledging the sources.
- **Integrity:** The school encourages the practice of honesty and developing bonds based on trust which leads to nurturing the character of all stakeholders.

E. Connection with IB Standards and Practices

Standard: Culture through policy implementation (0301)

- The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)
- The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

Standard: Students as lifelong learners (0402)

- Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Standard: Approaches to assessment (0404)

- The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
 - DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

F. What is Academic Integrity?

Academic Integrity refers to:

- a set of values (honesty, trust, fairness, respect, and responsibility) and skills that promote personal integrity and good practice in teaching, learning and assessment.
- display of respect and protection of intellectual property in all forms which include creative expression, as well as patents, registered designs, trademarks, moral rights and copyright and ensuring authenticity.
- promoting the use of students' own language, expression and ideas & appropriate acknowledgement in case the ideas or work of another person are represented.

G. What to cite?

As per the IB Effective citing and referencing (2014), “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 but is not limited to:

Quotations	Visual	Pieces of music	Graphics	Artworks	Lectures	Interviews	Advertisements
Summaries	Photographs	Letters	Broadcasts	Maps	Charts	Tweets	Blogs
Information reproduced from websites/AI tools			Data from tables or graphs		A film/scenes from a film		Newspaper articles

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.”

H. Important terms related to academic integrity

School maladministration:

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during, or after the completion of an assessment component or completion of an examination.

Academic misconduct:

The IB defines “academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct.” (Academic Integrity policy 2014, 2019, 2023 update)

a. Plagiarism: the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

b. Collusion: supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.

c. Duplication of work: the presentation of the same work for different assessment components and/or IB diploma requirements.

d. Any other behavior: that gains an unfair advantage for a candidate or that affects the results of another candidate (for example taking unauthorized material into an examination, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

e. Misconduct during an IB examination: a deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate

f. Unethical behavior: such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

I. Role of Librarian

The librarian works with Programme Coordinators and students to help develop research skills in alignment with the academic integrity policy and procures various books and other resources. However, for Senior School they help teachers and students follow Academic integrity policy especially in terms of citation (MLA 7) and are responsible for display of MLA 7 posters in the library. The librarian with the Coordinator creates examples of citations to help students and conducts sessions for teachers and students. ([Appendix 2](#))

J. Role of Programme Coordinators

- Act as role models exhibiting honest, ethical and responsible behavior.
- Plan academic integrity sessions for existing staff, new staff and students.
- Update staff with new IB publication regarding Academic Integrity.
- Ensure that teachers at Fountainhead School follow the same procedures as students, as it can be difficult for students to adhere to guidelines if their teachers do not.
- Review the school's Academic Integrity policy.
- Ensure that the Academic Integrity policy is available on the school website.
- Empower the academic team with resources to detect any form of malpractice.

Applicable to MYP Coordinator and DP Coordinator:

- Ensure secure storage of confidential IB material and conduct of IB examinations.
- Report suspected instances of academic misconduct and school maladministration and/or IB where applicable.
- Make students understand and continuously reinforcing on what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination) and the consequences of being found guilty.
- To ensure that all members of the academic team understand and realize individual responsibility in specific subjects for ensuring to the best of their knowledge that all candidates' work accepted or submitted for assessment is authentic.
- Take sessions with parents and students and get MYP/DP undertakings signed by them.

K. Academic Integrity Practices for school staff

Dos

- Look up resources that are available freely and legally online. E.g. Use of Creative Commons
- Purchase/rent from the Google Play store, and resources from Prime Video and Netflix.
- Scanning can be done for only those books which the school has purchased and intends to use for read-aloud in class; as a scanned copy facilitates a group read-aloud better than the smaller book (the book should be available in the library).
- Photocopy of some pages of the book can be done for educational purposes as per the Fair use policy. (Section 52 of the Copyright Act prescribes the exceptions to infringement. The provision states that “fair use” of the work under copyright protection will not constitute infringement.) (*Mathur, 2016*)
- Any work created for the school is considered the school's property. This means that the school's coordinators or team leaders need not take permission from the teachers to share it further.
- Most of the work should be represented as collaborative work if presented to any external body.
- Staff needs to cite sources taken from any online or print media after verifying the rights of the website.
- Staff should seek permission from the author or publisher before using content such as drama or movie scripts for performances.
- All images should be cited on the same slide in case of presentations or under the image in the documents created.
- Staff needs to check the usage rights before using an online resource. When using the image, usage rights can be checked as shown in the screenshot in [Appendix 9](#). Alternatively, Creative Commons can be used to search for images. Link - <https://search.creativecommons.org/>
- If a teacher uses text or any other product generated by an AI tool—whether by copying, paraphrasing, or modifying an image—they must clearly reference the AI tool in the body of their work and include it in the bibliography. For example:
Citation in a worksheets (hardcopy) - Text generated by Mention the AI tool, prompt and date.
Sample - Text generated by ChatGPT, “how to write literary analysis at grade 7 level”, December 11th, 2023.
Citation in tools like Slides. Digital Poster, etc
For text: Add the clickable link in Bibliography or last slide of presentation/poster.
For images: Add clickable link on the same slide (you may hyperlink the same as ‘source’)
Sample - <https://chat.openai.com/share/c6ad41e3-4e81-4b34-ae69-80ee9ee60593>
- All official documents sent out of the school, posted on the school website, and shared with IB should have MLA 7 citation.

Don'ts:

- Avoid using the latest resources that are unavailable for legal purchase (Movies).
- Downloading from peer-to-peer sharing networks or piracy sites (such as Torrent) is strictly prohibited.
- Scanned copies can't be shared with parents/students through any means.

- Image links should not be added to the speaker notes.

L. Primary Years Programme

L.1 Framework for identifying aspects of Academic integrity in Primary Years Programme (Academic Honesty In The IB Educational Context, 2014)

ATL link : Thinking skills, Social Skills, Self-Management Skills, Research Skills, Communication Skills

Activity	Culminating Project	Group Work	Oral Presentation	Creative work	Other
Early Years	N/A	- accept each other's ideas and acknowledge the ideas by the peers - acknowledge the suggestions / ideas by parents / teachers (basically encourage students to develop personal integrity)	- mention if the parent / sibling / teacher has helped (encourage students to develop personal integrity)	N/A	- for homework, mention if parent / sibling has helped (encourage students to develop personal integrity)
Grade 1 to 6	- acknowledge by mentioning the primary source for any ideas or information (for ex. Under the guidance of my mother, or helped by my brother..) - cite the source for any secondary source, be it a blog, website, video link, reference link etc. - acknowledge the guidance / support by the teacher or an expert.	- acknowledge the ideas shared by the peers. -acknowledge the guidance/support by the teachers, if any - cite the source, whether primary or secondary -mention/acknowledge the feedback received by the teacher or peers	- mention the primary and secondary source for the ideas and information gathered - acknowledge the ideas/suggestions shared by peers, parents, siblings or teachers.	- acknowledge any ideas given by the parents / siblings / teacher or an expert - cite the secondary source or the name of the artist for the work referred.	- for homework, cite the secondary source for any reference - acknowledge the parents / siblings for any support or guidance

L.2 Training for teachers and students

L.2.1 Training for teachers

- The content editor and the school librarian conduct sessions for teachers on how to create an effective post. One aspect of these sessions is the importance of proofreading and citation. ([An effective post :Presentation](#))
- For teachers, sessions are planned during training days to reinforce academic integrity.
- Homeroom teachers ensure that students cite sources as per the grade level as stated in the table above. (Refer L.1)

L.2.2 Training for students

- There is a Framework for all grades in PYP as mentioned in the table below (K:Framework for identifying aspects of Academic integrity across the continuum of IB programmes). Homeroom teachers take sessions in their slots on citation as per the framework.
- [Appendix 1](#): Student samples

L.3 Responsibilities of teachers

- ensuring that students have a full understanding of the expectations and guidelines of the academic integrity
- ensuring that students understand what constitutes academic misconduct
- giving timely feedback to the students and ensuring that they meet the required expectations and the guidelines of the academic integrity
- ensuring that all student work is appropriately referenced

L.4 Responsibilities of students

- should be aware of the Academic Integrity policy of the school
- complete all assignments, culminating projects, group work, oral presentations, and other assignments in an honest manner and to the best of their abilities and cite the referred sources used in order to accomplish the tasks / assignments.
- show a responsible use of the internet while conducting the research work

L.5 Responsibilities of parents

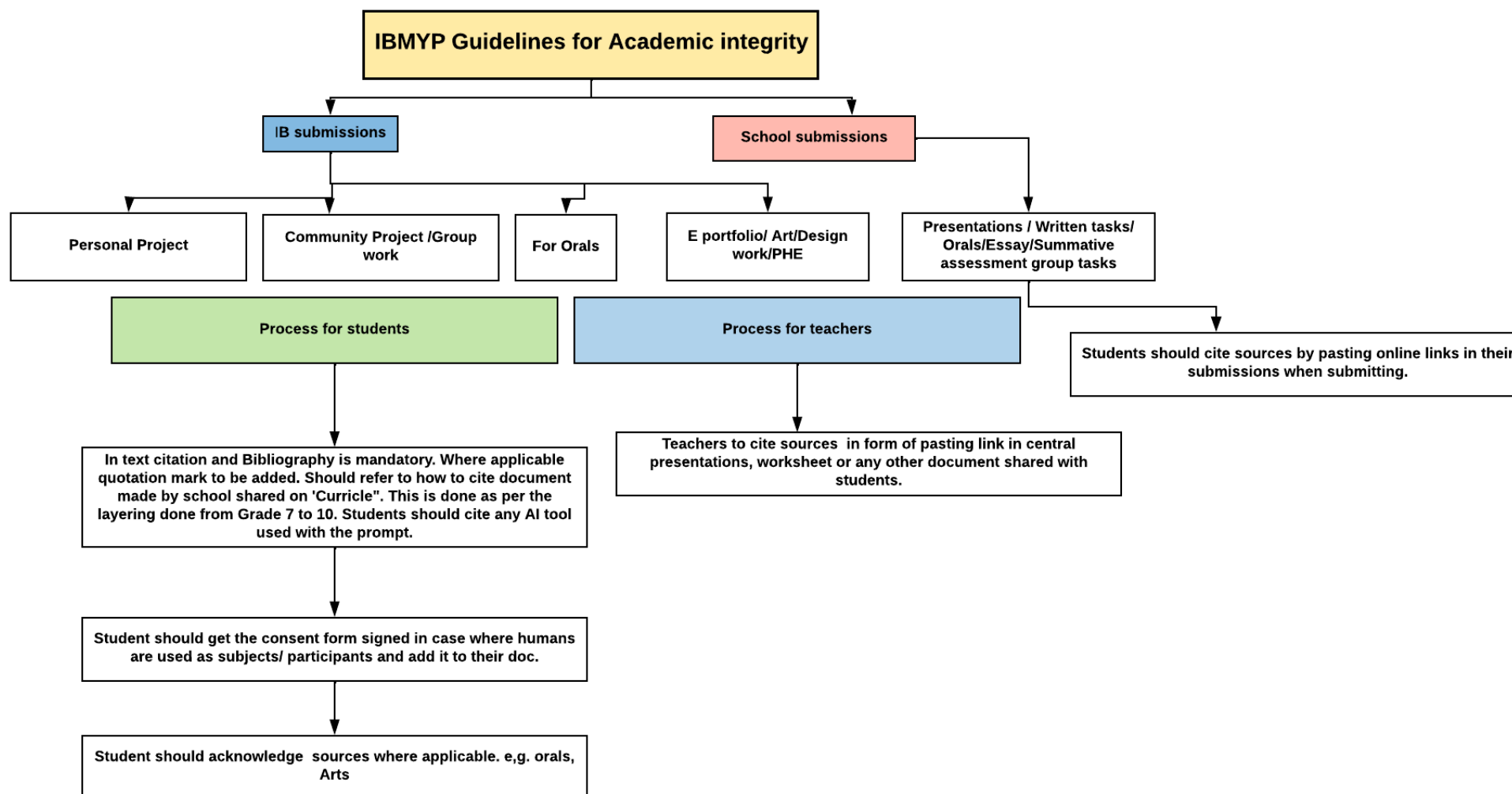
- understand the expectations and guidelines of Academic Integrity
- understand and support the school's internal policies and procedures that safeguard the authenticity of their children's work
- encourage and guide students to add bibliography when working on the assignments

M. Middle Years Programme

M. 1 Framework for identifying aspects of Academic integrity in Middle Years Programme (Academic Honesty In The IB Educational Context, 2014)

ATL link :Thinking skills, Social Skills, Self-Management Skills, Research Skills, Communication Skills					
Activity	Culminating Project	Group Work	Oral Presentation	Creative work	Other
Grade 7 to 10	Personal Project • cite the sources using MLA 7 citation • add in-text citation at the end of the paragraph or sentence where you have used an idea of some expert/research • add bibliography at the end of report • mention of images clicked by the student themselves • taking consent from participants during a research in form of consent form • academic honesty form to be filled • documentation and recording of process in process journals	Community Project/ Group-based Summative assessment tasks • acknowledge each member of the group work where necessary. e.g. using the experimental results of a member, research done by an individual, survey • accepting each other's ideas and feedback • - cite sources using MLA 7	Oral Presentation (Book Reviews/ Book Club Science Fair/Math day Celebration/Literary events/Hindi day celebration/Class based presentation/Student led classes/Video/audio recordings as part of e portfolio task requirements) • Bibliography at the end of presentation, image sources • -Verbal or written acknowledgement of client/ participants	Creative work (Visual art/ Design in terms of products/ Product design specification/Creative presentations in events like Science fair and Math day through models, charts, diorama etc.) • Acknowledge original artwork • Acknowledge ideas of others	Assessments in school and final IB exam (Homework/Process based assignments/ report submissions) • Teachers to cite source when past papers are used as a part of school assessment • a session with students by MYPC before final IB exams • signing the consent form for authenticity of work by student in the MYP undertaking. Appendix 5 • Application of academic integrity in all subjects by subject teachers as mentioned in unit plan sheet.

M.2 Guidelines for Academic Integrity in Middle Years Programme (IB submissions and School submissions)



- Students are required to look up resources which are available freely and legally online. E.g Use of Creative Commons
- For images, they are expected to cite the source on the same page / presentation.
- In the case of books or any information obtained online, students may cite sources at the end of the presentation in the form of 'Bibliography.' In order

to give the reader the opportunity to follow up references.

- Students should use **MLA 7¹** citation for referencing when doing IB and school submissions. It is mandatory to add in text citation

M.3 Training for teachers and students

M.3.1 Teacher training

- New teachers have to fill in the [“How to cite?”](#) form as a part of a training module in the Middle Years Programme.
- Face to face sessions for new teachers are planned after they join the school.
- For existing teachers, sessions are planned to reinforce and reflect academic integrity during summer training days or Saturdays.
- Teacher training [link](#)

M.3.2 Student training

- There is a layered curriculum for all grades in senior school. Subject teachers are expected to integrate it in their subjects where applicable.
- Student citation samples done during e-coursework submission are given as exemplars in [Appendix 10](#).

Students and teachers can refer to the table given in [Appendix 3](#) for reference when citing. Citation guideline documents given in [Appendix 2](#) are used as an exemplar for students and teachers.

M.4 Responsibilities of teachers (Academic Integrity, 2019)

- Ensuring that students have a full understanding of the expectations and guidelines of the respective subjects.
- Ensuring that students understand what constitutes academic misconduct and its possible consequences.
- Planning a manageable workload so students can allocate time effectively to produce work according to IB’s expectations.
- Giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.
- Ensuring that all student work is appropriately labeled and saved to avoid any errors when submitting assessments to the IB.
- Following a plan to cross-reference work across multiple groups of students when they are preparing a group project.
- Submitting final pieces of work for assessment in order to prevent collusion.
- Responding to students’ academic misconduct and supporting the school’s and IB’s investigations.
- Reporting to school maladministration and supporting the school’s and IB’s investigations.
- Using different assessment tools/instruments to reinforce the topic of academic integrity.

¹ MLA citation provide researchers with guidelines for writing and documenting scholarly borrowings. Most often used in the humanities, MLA style has been adopted and used by numerous other disciplines, in multiple parts of the world. MLA provides standard rules to follow so that most research papers are formatted in a similar manner. This makes it easier for readers to comprehend the information. (*“FREE MLA Format Citation Generator | Cite This For Me”*)

Use of AI tools : (Academic Integrity 2023 update)

- ❖ If students use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- ❖ The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

Using software to improve language and grammar: (Academic Integrity 2023 update)

- ❖ There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.
- ❖ The exception is in Language Acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- ❖ The IB awards bilingual diplomas, and universities and schools look at the language subjects that are selected by students as proof of being able to work in that language. Therefore, students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than Language Acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- ❖ The IB will always consider the use of software to support access and inclusion requirements for students.
- ❖ The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

M.5 Responsibilities of students (Academic Integrity, 2019, 2023)

- Should be aware of the Academic integrity policy of school and programme guidelines.
- Have a full understanding of the IB's policies
- Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- Respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- Give credit to used sources in all work submitted (Including AI) to the IB for assessment in written and oral materials and/or artistic products
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- Abstain from giving undue assistance to peers in the completion of their work
- Show a responsible use of the internet and associated social media platforms.
- Not using inappropriate language or sentiments that may be aired at a future job or university interview not expressing views, behaviour or language that brings the IB into disrepute.

M.6 Responsibilities of Parents / legal guardians (Academic Integrity, 2019)

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- Support their children's understanding of IB policies, procedures and subject guidelines
- Understand school internal policies and procedures that safeguard the authenticity of their children's work

- Support their children in planning a manageable workload so they can allocate time effectively
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school programme coordinator/ Senior School Principal and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children and bibliography in the document or presentation they are submitting.

M.7 Role of exam officers, Programme coordinator, subject teacher and invigilators during Assessments

M.7.1 School Term Assessments

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from the school; this information is added in the exam time shared with invigilators so they are aware who gets which access arrangement.
- Invigilators should read all the instructions given to them beforehand and in case of doubt clarify it with Senior School Process Coordinators.
- Monitor student washroom visits
- Checking washroom for any unauthorized material which should be done by support staff
- Subject teacher should not be the invigilator for the subject being examined
- Subject teachers cannot enter the examination hall and assist their students.
- Desks are checked, and formula booklets are only allowed for the specified papers, not others.
- Follow exam timings with reading time given where applicable.
- Secure storage of exam material.

M.7.2 Final IB exams

When an examination is under way, following things should be taken care of:

- No additional time is granted to students without authorization from IB; this information is shared with the invigilators and necessary documents as proof are provided in the tray of exam materials in the examination room.
- Sufficient number of invigilators as recommended by IB.
- Exam officer / Middle Years Programme coordinator/ Senior School Principal/Head of School to fill the exam officer checklist to ensure exam processes are in place.
- Invigilators carefully follow the training provided and read all instructions in advance. In case of any doubts, they should clarify them with the Exam Officer or Programme Coordinator. ([Invigilators session link](#))

- Monitor student washroom visits and enter the details in the book provided.
- Support staff is assigned to check the washrooms for any unauthorized materials and complete the corresponding checklist.
- Subject teachers should not be the invigilator for the subject being examined. Admin staff will invigilate IB exams.
- Invigilators fill the exam checklist and take attendance.
- Subject teachers do not enter the examination hall and assist their students.
- Desks are checked.
- Follow the exam timings, including the designated reading time for relevant papers.
- Follow all the processes set by IB as mentioned in the Middle Years Programme Assessment Procedures published every year.
- Secure storage of exam materials.

M.8 Academic Integrity Practices to be followed by school during School and IB Examinations

Link to [Assessment policy](#)

M.8.1 For Internal Examinations

- To avoid any sort of breach of academic integrity, all the examination material is kept in a cupboard (dedicated for exam purposes).
- The teachers submit their papers and mark schemes in the Google document shared by Senior School Process Coordinators and this document cannot be shared with any other teacher. A separate account is used for exam purposes which requires a two-step verification process.
- It is mandatory for teachers to have a two-step verification process in their laptop.
- After approving the question papers and marking schemes, the Team Leaders/Coordinators inform the Senior School Process Coordinators, after which the papers are sent for printing or made available digitally. Following approval by the Team Leaders, teachers' editing rights are revoked.
- IB examination guidelines are taken into consideration for in school examination processes.

M.8.2 Final IB examinations

All the final IB exam related material is stored in a locked cupboard in the strong room ("The Vault") with limited access.

- **Who can access "The Vault"**: Head of School, Senior School Principal, Programme Coordinator and Exam officer.
- No academic or admin staff will be allowed to enter "The Vault" without any permission. They need to take permission from the Examination officer/Programme Coordinator/Principal/Head of School depending on availability.
- Checklists are used as a process to be followed during the final IB MYP exam to ensure Academic Integrity. Checklist links are added in [Appendix 7](#).

M.9 Consequences for breach of Academic Integrity for students

M.9.1 Process to be followed during Internal examination in case of Academic malpractice

Link to Assessment policy: Process to be followed during Internal examination in case of Academic malpractice

- The invigilator should call didi/bhaiya sitting outside the exam venue and send the child to the respective Coordinator/Senior School Principal in case of academic malpractice.
- The student's assessment work is not marked by the examiner but is reported as "Academic Misconduct" in the School Assessment reporting system and hence in the student report.
- Parents are informed regarding this malpractice and the consequence (to be decided by the Senior School Leadership Team) which is applied.
- A student observation is filled by Senior school Process Coordinators which is a method of notifying parents regarding the instance after verbal communication.
- Subject teachers mention the details in their comments and the same is reflected in the reports.
- The malpractice instance is mentioned as Coordinator's comments in the report card.
- A meeting is scheduled of students involved in malpractice with the Senior School Principal / Head of School.

M.9.2 Process to be followed during IB submissions in case of Academic malpractice

Link to Assessment policy: Process to be followed during IB submissions in case of Academic Malpractice

It is not sufficient for students to understand academic integrity at the conceptual level but they should be able to apply the same in their work. As an important stakeholder of the Fountainhead school, students are ethically responsible to report any incident of violation of Academic Integrity Policy to the Middle Years Programme Coordinator/Senior School Principal or Head of school. It is important to mention here that the Fountainhead School community shows no tolerance for any form of malpractice. The following steps will be taken in case of detection of academic dishonesty by students. Severity and previous record will be taken into consideration. Following steps will be followed.

- Firstly, the student is sent a written warning through student observation on Nucleus (both to the student and parents). In case of in-text citation or bibliography missing in IB submissions, students are asked to sit in a designated place and all citations have to be completed or, where required, the complete work is re-written.
- If there is a second repeated instance by the student then the school calls the parents and the Programme Coordinator with the team leader discusses the matter with parents (in the presence of student) along with the consequences that follow such an action. The student and parent are strictly communicated that repetition of any such action in the future will lead to suspension from school. In addition to this, the school keeps a record of the student on an individual basis with details of the incident and action taken by the school. The student rewrites the whole task in the school timings in a designated place under supervision. Other consequences are decided on the severity of the issue on a case to case basis. At the same time students are counseled by the Programme Coordinator and the Team Leader. If required, the Well-being Counselor's help is sought. A student observation is also filled in this case.
- On a third repeated instance by the student, the school has the right to suspend the student for a maximum period of seven days. The action taken by the school will be decided by the Programme Coordinator, Senior School Principal and Head of School and the same will be communicated to the parent (along with justification for such an action) through an email. During the suspension period the student will not be allowed to enter the school premises and attend any of the classes or take part in any activity related to the school. The Head of School, Senior School Principal and Middle Years Programme Coordinator are responsible for the final decision. Members of the Senior School Leadership Team (SSLT) have the right to revoke the

suspension or extend the period of suspension, if the need arises. The decision taken by the Head of School, Senior School Principal and Middle Years Programme Coordinator will be final in this regard.

- In case of many repeated instances, the school will have full right to expel the student from the school or mark an “N” (non-submission) for that subject specific submission to the student. Such a decision will be taken by the Head of School, Senior School Principal and Middle Years Programme Coordinator .

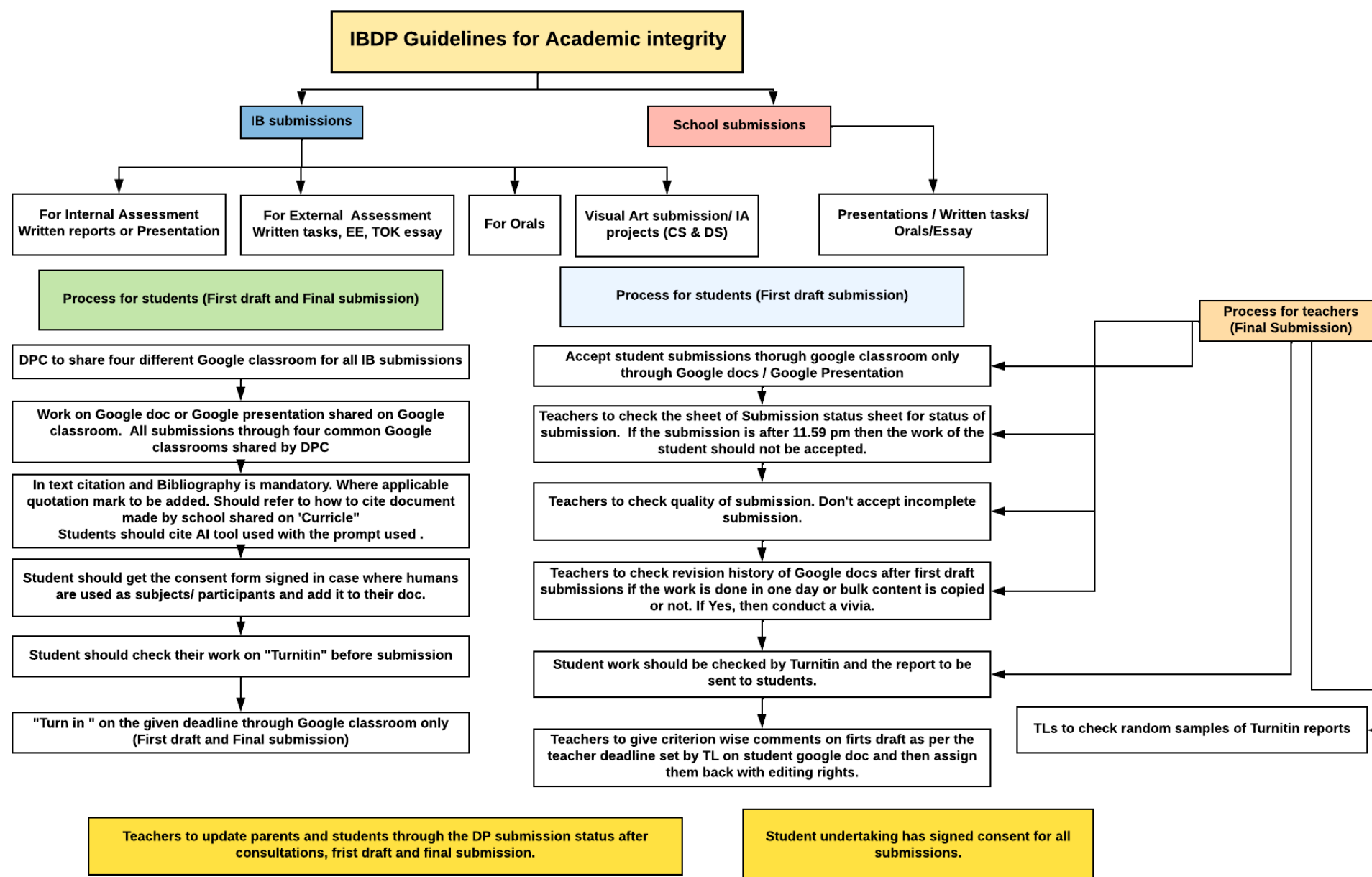
N. Diploma Years Programme

N.1 Framework for identifying aspects of Academic integrity in Diploma Years Programme (Academic Honesty In The IB Educational Context, 2014)

DP					
ATL : Thinking skills, Social Skills, Self-Management Skills, Research Skills, Communication Skills					
Activity	Culminating Project	Group Work	Oral Presentation	Creative work	Other
Grade 11 and 12	Extended essay, TOK essay, English HL essay and Internal Assessments -cite the source using MLA 7 citation -add in-text citation at the end of the paragraph or sentence where you have used an idea of some expert/research - add bibliography at the end of each document/presentation - students to check plagiarism rate using ‘Turnitin’ tool and then working on the ‘Turnitin’ report -submission through google doc /google presentation only so where required revision history can be checked -Mention of images clicked by the student themselves	Psychology Internal Assessment -Group work , CAS project and Group 4 Project -acknowledge each member of the group work where necessary. E.g. Using the experimental results of a member -individual report to be written	TOK exhibition, Global Politics presentation, English A orals (IO), Hindi B (IO)and French ab-initio (IO) Orals or Class based presentations -verbal and written acknowledgements - bibliography at the end of presentation - link of images on respective slide	Visual Arts work, Film work and Design Technology work -acknowledge original artwork -acknowledge ideas of others	Assessments of school and final IB exams -teachers to cite source when past papers are used as a part of school assessment -a session with students by DPC before final IB exams -a session with students on scenarios of academic misconduct with their consequences -signing the consent form in DP undertaking Appendix 5

	-taking consent from participants during a research in form of consent form	even if it is a group work - cite sources using MLA 7			-application of academic integrity in all subjects by subject teachers as mentioned in the unit plan sheet.
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N.2 Guidelines for Academic Integrity in Diploma Years Programme (IB submissions and School submissions)



- Students are required to look up resources which are available freely and legally online. E.g Use of Creative Commons
- For images, they are expected to cite the source on the same page / presentation.
- In the case of books or any information obtained online, students may cite sources at the end of the presentation in the form of 'Bibliography.' In order to give the reader the opportunity to follow up references.
- Students should use **MLA 7²** citation for referencing when doing IB and school submissions. It is mandatory to add in text citation

N.3 Training for teachers and students

N.3.1 Teacher training

- New teachers have to fill in the ["How to cite?"](#) form as a part of a training module in the Middle Years Programme.
- Face to face sessions for new teachers are planned after they join the school.
- For existing teachers, sessions are planned to reinforce and reflect academic integrity during summer training days or Saturdays.
- Teacher training [link](#)

N.3.2 Student training

- There is a layered curriculum for all grades in senior school. Subject teachers should integrate it in their subjects where applicable.
- Mentor teachers take sessions in Home room slots on citation. Refer to [Appendix 4](#).
- Diploma Programme Mentor teachers or Diploma Programme Coordinator provides scenarios on Academic malpractice for examination to DP students and a role play will be done with them in the Home room slot. [Appendix 8](#)
- Diploma Program coordinator takes sessions with DP students to reinforce Academic integrity policy, why is it important, different scenarios of internal assessments, how to check usage rights etc. twice in a year.
- Student citation samples done during e-coursework submission are given as exemplars in [Appendix 6](#).
- Student sessions [link](#).

Students and teachers can refer to the table given in [Appendix 3](#) for reference when citing. Citation guideline documents given in [Appendix 2](#) will be used as an exemplar for students and teachers.

N.4 Responsibilities of teachers (Academic Integrity, 2019)

- Ensuring that students have a full understanding of the expectations and guidelines of the respective subjects
- Ensuring that students understand what constitutes academic misconduct and its possible consequences

² MLA citation provide researchers with guidelines for writing and documenting scholarly borrowings. Most often used in the humanities, MLA style has been adopted and used by numerous other disciplines, in multiple parts of the world. MLA provides standard rules to follow so that most research papers are formatted in a similar manner. This makes it easier for readers to comprehend the information. (*"FREE MLA Format Citation Generator | Cite This For Me"*)

- Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- Giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- Ensuring that all student work is appropriately labeled and saved to avoid any error when submitting assessment to the IB
- Following a plan to cross-reference work across multiple groups of students when they are preparing
- To submit final pieces of work for assessment in order to prevent collusion
- Responding to student academic misconduct and supporting the school's and IB's investigations
- Responding to school maladministration and supporting the school's and IB's investigations.
- To follow all the guidelines stated above in K.2.

Use of AI tools : (Academic Integrity 2023 update)

- ❖ If students use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- ❖ The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

Using software to improve language and grammar: (Academic Integrity 2023 update)

- ❖ There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.
- ❖ The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- ❖ The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- ❖ The IB will always consider the use of software to support access and inclusion requirements for students.
- ❖ The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

N.5 Responsibilities of students (Academic Integrity, 2019)

- Should be aware of the Academic integrity policy of school and programme guidelines.
- Have a full understanding of the IB's policies
- Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- Respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities

- Give credit to used sources in all work submitted (Including AI) to the IB for assessment in written and oral materials and/or artistic products
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- Abstain from giving undue assistance to peers in the completion of their work
- Show a responsible use of the internet and associated social media platforms.
- Sign the undertaking hard copy for the e-coursework submissions to ensure that the work submitted is the student's final work.
- Sign candidate consent form for uploading of e-coursework ([Appendix 5](#))
- Not using inappropriate language or sentiments that may be aired at a future job or university interview not expressing views, behaviour or language that brings the IB into disrepute.

N.6 Responsibilities of Parents and legal guardians (Academic Integrity, 2019)

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- Support their children's understanding of IB policies, procedures and subject guidelines
- Understand school internal policies and procedures that safeguard the authenticity of their children's work
- Support their children in planning a manageable workload so they can allocate time effectively
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school programme coordinator/ Senior School Principal and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children and bibliography in the document or presentation they are submitting.

N.7 Role of exam officers, Programme coordinator, subject teacher and invigilators during Assessments

O.7.1 School Term Assessments

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from the school. This information will be added in the exam time shared with invigilators so they are aware who gets which access arrangement.
- Invigilators should read all the instructions given to them beforehand and in case of doubt clarify it with Senior School Process coordinators.
- Monitor student washroom visits.
- Checking washroom for any unauthorized material which should be done by support staff

- Subject teacher should not be the invigilator for the subject being examined.
- Subject teachers cannot enter the examination hall and assist their students.
- Setting GDC on exam mode.
- Desks are checked, and formula booklets are only allowed for the specified papers, not others.
- Follow exam timings with reading time given where applicable.
- Secure storage of exam material.

N.7.2 Final IB exams

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from IB. This information will be shared with the invigilators and necessary documents as proof will be provided in the tray of exam materials in the examination room.
- Sufficient number of invigilators as recommended by IB.
- Exam officer / Diploma Programme coordinator/ Asst. Diploma Programme coordinator / Senior School Principal/Head of School to fill the exam officer checklist to ensure exam processes are in place.
- Invigilators carefully follow the training provided and read all instructions in advance. In case of any doubts, they should clarify them with the Exam Officer or Programme Coordinator. ([Invigilators session link](#)).
- Monitor student bathroom visits and enter the details in the book provided.
- Support staff is assigned to check the washrooms for any unauthorized materials and complete the corresponding checklist.
- Subject teachers should not be the invigilator for the subject being examined. Admin staff will invigilate IB exams.
- Invigilators fill the exam checklist and take attendance.
- Subject teachers cannot enter the examination hall and assist their students.
- GDC is set on exam mode.
- Desks are checked, and formula booklets are only allowed for the specified papers, not others.
- Follow exam timings with reading time given where applicable.
- Follow all the processes set by IB as mentioned in the Diploma Programme Assessment Procedures published every year.
- Secure storage of exam materials.

N.8. Academic Integrity Practices to be followed by school during Assessments and storage of papers

N.8.1 For school internal examinations

- The teachers submit their papers and mark schemes in the google document shared by Senior School Process Coordinators and this document cannot be shared with any other teacher. A separate account is used for exam purposes which has a two step verification process.
- It is mandatory for teachers to have a two step verification process in their laptop.
- After approving the question papers and marking schemes, the Team leaders/Coordinators inform the Senior School Process Coordinators and

then the paper will be given for printing. After approval from Team leaders the editing rights of the teachers is taken away.

- All the processes followed during IB exams are followed.
- The term assessment papers are stored in a lock and key cupboard in a folder date wise. The keys are accessible only to the Senior school process Coordinators and no one else.

N.8.2 Final IB exams

- As soon as the IB stationery for exams is received it is checked by Diploma Programme Coordinator and Senior school Process Coordinators who is also an examination officer for DP exams.
- The examination papers when received are checked by Diploma Programme Coordinator, Asst. Diploma Programme Coordinator and Senior school Process coordinator using the checklist provided by IB and then the status is updated on IBIS for papers received.
- The papers are arranged date/ subject/level wise as per the exam time table with other additional materials like answer booklet, graph paper, formula booklet, cover sheet, case study, treasury string, attendance sheet, IB assessment procedures, invigilator checklist, exam officer checklist, washroom record register and washroom checking checklist.
- All the final IB exam related material is stored in a locked cupboard in the strong room ("The Vault") with limited access.
- The Vault has double door security and the cupboard where the stationary and papers are kept have a double lock system.
- The secure room "The Vault" keys are kept in a digital locker
- **Who can access "The Vault"**: Head of School, Senior School Principal, Diploma Programme Coordinator, Asst. Diploma Programme Coordinator and Exam officer
- No academic or admin staff is allowed to enter "The Vault" without any permission. Permission to enter "The Vault" needs to be sought from the Examination officer/Programme Coordinator/Principal/Head of School depending on availability.
- Checklists (invigilators, exam officers, support staff) are used as a process are to be followed during final IBDP exam to ensure Academic Integrity. Checklists with links are added in [Appendix 7](#).

N.8.3 Open Book Exams (OBE)

- The OBE for Economics will be made by students with teachers' comments on the first draft followed by final submission. Students and teachers will have to abide by the IB Academic integrity policy for OBE.
- In the case of Psychology, teachers prepare an OBE sheet and will comply with IB Academic Integrity policy in preparation of OBE materials.
- The Open book exam is conducted as per IB guidelines during school exams and IB exams. The OBE material is stored in "The Vault " before and after IB exams in case IB asks for it.

N.9 Consequences for breach of Academic Integrity for students

N.9.1 Process to be followed during Internal examination in case of Academic malpractice

Link to Assessment policy: Process to be followed during Term examination in case of Academic malpractice

- The invigilator should call didi/bhaiya sitting outside the exam venue and send the child to the respective Coordinator/Senior School Principal in case of academic malpractice.
- The student's assessment work is not marked by the examiner but is reported as "Academic Misconduct" in the School Assessment reporting system and hence in the student report.
- Parents are informed regarding this malpractice and the consequence (to be decided by the Senior School Leadership Team) which is applied.
- A student observation is filled by Senior school Process Coordinators which is a method of notifying parents regarding the instance after verbal communication.
- Subject teachers mention the details in their comments and the same is reflected in the reports.
- The malpractice instance is mentioned as Coordinator's comments in the report card.
- A meeting is scheduled of students involved in malpractice with the Senior School Principal / Head of School.

N.9.2 Process to be followed during IB submissions in case of Academic malpractice

Link to Assessment policy : Process to be followed during IB e-coursework submissions in case of Academic Malpractice .

It is not sufficient for students to understand academic integrity at the conceptual level but they should be able to apply the same in their work. As an important stakeholder of the Fountainhead school, students are ethically responsible to report any incident of violation of Academic Integrity Policy to Diploma Programme Coordinator/Senior School Principal or Head of school. It is important to mention here that the Fountainhead school community shows no tolerance for any form of malpractice. The following steps will be taken in case of detection of academic dishonesty by students. Severity and previous record will be taken into consideration. Following steps will be followed.

- Firstly, the student is given written warning through student observation on Nucleus (both to the student and parents). In case of in-text citation or bibliography missing in IB submissions, students sit in a designated place and all citations have to be completed or, where required, the complete work has to be rewritten.
- If there is a second repeated instance by the student then the school calls the parents and the Program Coordinator with the team leader will discuss the matter with parents (in the presence of student) along with the consequences that follow such an action. The student and parent is strictly communicated that repetition of any such action in the future will lead to suspension from school. In addition to this, the school keeps a record of the details of the incident and action taken by the school for each student. The student has to rewrite the whole task in the school timings in a designated place under supervision. Other consequences are decided based on the severity of the issue on a case to case basis. At the same time students are counseled by the Programme Coordinator and the Team Leader. If required, the Well-being Counselor's help is sought. A student observation is also

filled in this case.

- On the third repeated instance by the student, the school has the right to suspend the student for a maximum period of seven days. The action taken by the school is decided by the Programme Coordinator, Senior School Principal and Head of School and the same is communicated to the parent (along with justification for such an action) through an email. During the suspension period the student is not allowed to enter the school premises and attend any of the classes or take part in any activity related to the school. The Head of School, Senior School Principal, Diploma Programme Coordinator and Assistant Diploma Programme Coordinator is responsible for the final decision. Members of the Senior School leadership team (SSLT) have full right to revoke the suspension or extend the period of suspension, if the need arises. The decision taken by the Head of School, Senior School Principal and Diploma Programme Coordinator is final in this regard.
- In case of many repeated instances, the school has full right to suspend or expel the student from the school OR mark an “N” (non-submission) for that subject specific submission. Such a decision is taken by the Head of School, Senior School Principal and Diploma Programme Coordinator, Asst. Diploma Programme Coordinator.

O. Connection with other school policies

- **Assessment Policy**

It is important for the PYP teachers to cite the referred sources used for all their work/assignment. And students follow academic integrity for all assignments, culminating projects, group work, oral presentations, and other assignments in an honest manner. They are also required to show a responsible use of the internet while conducting the research work.

For MYP and DP: It is important to follow academic integrity for preparation of examination papers by teachers by citing the sources used and for students while submitting internal assessments and appearing for external examination.

More details are available in [FS Assessment Policy](#)

- **ICT Policy**

It is important to follow academic integrity because the school believes that the learner profile attributes play a major role in the development of academic integrity in our students and staff. The school expects the stakeholders to learn to cite sources when they use print and online material; also, develop and demonstrate integrity and being responsible in the process.

[ICT policy](#)

P. Bibliography

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- Mathur, Aneesha. "Photocopying Books For Students Does Not Infringe Copyright: Delhi High Court." The Indian Express 2019. Web. 28 Nov. 2019 . <<https://indianexpress.com/article/education/photocopying-books-for-students-does-not-infringe-copyright-hc-3035219/>>.
- "Diploma Programme Assessment Procedures." *IBO.org.*, 2024. Web. 23 Feb. 2024 . <https://resources.ibo.org/dp/works/dp_11162-426343?lang=en&root=1.6.2.52>
- "Middle Years Programme Assessment Procedures." *IBO.org.*, 2024. Web. 23 Feb. 2024 . <https://resources.ibo.org/myp/works/myp_11162-426335?lang=en>
- "Programme Standards and Practices 2020." *IBO*, IBO, Apr. 2020, <www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf>

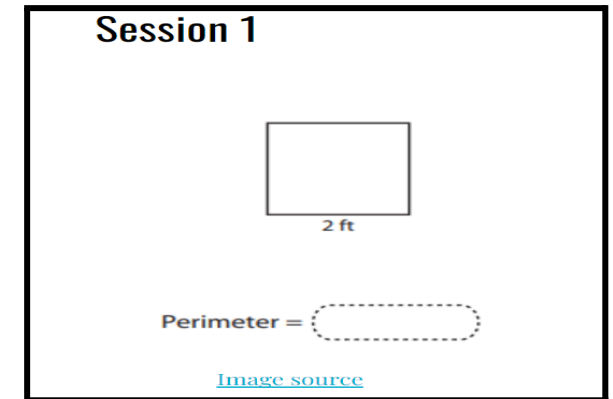
Q. Appendices

Appendix 1 : Samples for PYP on how to cite sources.

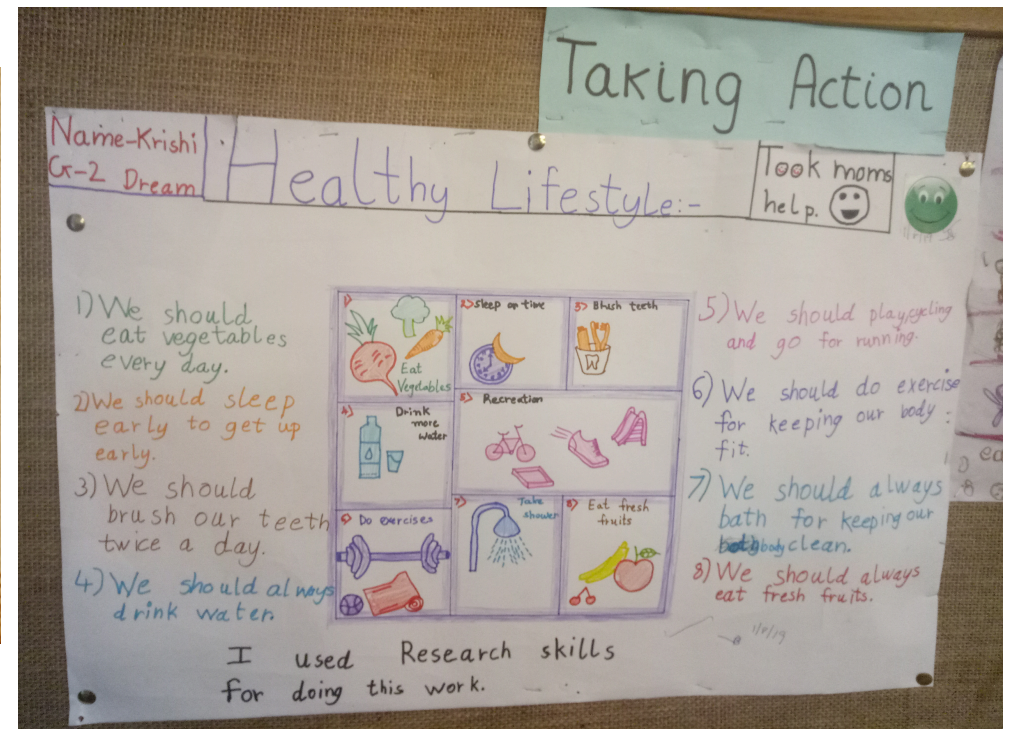
LINK ON THE SAME SLIDE - FOR THE IMAGE

IN CASE IF THE LINK IS PART OF THE IMAGE

IMAGE SOURCE HYPERLINKED ON THE SAME SLIDE - FOR THE IMAGE



REFERENCES / BIBLIOGRAPHY (LAST SLIDE: PRESENTATION) Example of Grade 6



Appendix 2: Citation Guidelines (MLA 7 style) for IBDP students and few definitions

Citation Guidelines: <https://docs.google.com/document/d/1bfr56FwTDs6vsINbvW-WDaSlq6IQKBZr91EaWy50nA/edit>

School guidelines while writing EE/TOK/IAs

- During the research process, students have to simply add numbered footnotes with the web site link without worrying about the MLA 7 format or in-text citation. If not a web site, then add the book / magazine / person's detail in whatever format you wish to.
- After that they will use Author-Year for in-text citation, and the full references will ONLY be visible in the bibliography (or Works Cited) section at the end.
- The in-text citation words (such as Nayar 2016) must match the first word of the full reference (which should also begin with Nayar).
- The list of references should be arranged alphabetically. (Bibliography)
- While MLA7 make the web link optional, but as a FS guideline, students have to INCLUDE the full web link in the full citation (which appears at the end). For that they need to select MLA7 with url if they are using "cite this for me" as an online citation tool.
- Category 1: Citing printed sources

1a: Citing a book

Example 1:

Author	Dan Brown
Title	The Lost Symbol
Publisher / Sponsor	Transworld Publishers
Date or Year when it was published/ modified	2010
Medium of publication	Print

In text citation	Bibliography
(Brown,2010)	Brown, Dan. <i>The Lost Symbol</i> . London: Transworld Publishers, 2010. Print.

Author	Carl Sagan
Title	The Demon- Haunted World
Publisher / Sponsor	Random House Publishing group

Date or Year when it was published/ modified	1996
Medium of publication	Print

In text citation	Bibliography
(Sagan, 1996)	Sagan, Carl. <i>The Demon-Haunted World: Science as a Candle in the Dark</i> . 1996. New York: Random House Publishing Group, 2000. Print.2016.

1b Citing a magazine (Print)

Author	Gothekar Pada
Title	Child Malnutrition in India
Publisher / Sponsor	The Economist
Date or Year when it was published/ modified	25th September - 1st October 2010
Medium of publication	Print

In text citation	Bibliography
(Pada,2010)	Pada, Gothekar. "Child Malnutrition in India." <i>The Economist</i> 2010: 5–110. Print.2016.

Category 2: Citing non-print electronic sources

2a: Citing a websiteWebsite (Example 1): News article (Digital edition)

Author	If no author, keep the field blank
Title	European bank Still stressed out
Web site (in italics)	<i>economist.com</i>
Publisher / Sponsor	The Economist Newspaper Limited
Date when it was published/ modified	Aug 6th 2016
Medium of publication	Web

Accessed date	Aug 5th 2016
URL	http://www.economist.com/news/finance-and-economics/21703263-stress-test-results-do-little-dampen-worries-about-italys-lenders-still

In text citation	Bibliography
("European Banks Still Stressed out")	"European Banks Still stressed out." <i>economist.com</i> . The Economist, 6 Aug. 2016. Web. 5 Aug. 2016. < http://www.economist.com/news/finance-and-economics/21703263-stress-test-results-do-little-dampen-worries-about-italys-lenders-still >.

Website (Example 2): Blog posts

Author	Prateek Singhal
Title	Powering Ecological Agriculture in India
Web site (in italics)	<i>greenpeace.org</i>
Publisher / Sponsor	Greenpeace India
Date when it was published/ modified	27 July , 2016
Medium of publication	Web
Accessed date	5th August, 2016
URL	http://www.greenpeace.org/india/en/Blog/Guest-blog/powering-ecological-agriculture-in-india/blog/57130/

In text citation	Bibliography
(Singhal)	Singhal, Prateek. "Powering ecological agriculture in India." <i>greenpeace.org</i> . Greenpeace India, 27 July 2016. Web. 5 Aug. 2016. < http://www.greenpeace.org/india/en/Blog/Guest-blog/powering-ecological-agriculture-in-india/blog/57130/ >.

Website (Example 3): Journal article in pdf format

When there are more than three authors

Author	Kishore S. Rajput, Ronak N. Kachhiya Patel , V. M. Raole and Anirudh Pratap Singh (Kishore S. Rajput et al)
Editor	R. Srinivasan (This information will be at the bottom of the website
Title	Relocation of Ophioglossum gramineum Willd (Ophioglossaceae)
Web site (in italics)	<i>currentscience.ac.in</i>
Publisher and Place of Publication	Current Science, Madras (Check for this information at the bottom of the website)
Date when it was published/ modified	25 July 2016
Medium of publication	Web
Accessed date	5th August,2016
URL	http://www.currentscience.ac.in/Volumes/111/02/0243.pdf

In text citation	Bibliography
(Rajput et al.)	Rajput, Kishore, et al. <i>Relocation of Ophioglossum Gramineum Willd (Ophioglossaceae)</i> . 111 vols. Madras: Current Science, 25 July 2016. Web. 5 Aug. 2016. < http://www.currentscience.ac.in/Volumes/111/02/0243.pdf >.

Website (Example 4): Research paper in pdf format (Google scholar)

Author	Neeraj Sharma and Rashmi Vamil
Editor	P. Muthuprasanna
Title	Effect of different heavy metals and ph on α -amylase production from <i>Bacillus amyloliquefaciens</i> .
Volume no. / issue no.	Vol 3/ Issue 2
Web site (in italics)	<i>ijpbs.net</i>

Publisher and Place of Publication	International Journal of Pharma and Bio Science, India
Date/Year when it was published/ modified	2012
Medium of publication	Web
Accessed date	5th August,2016
URL	http://www.ijpbs.net/vol-3/issue-2/bio/61.pdf

In text citation	Bibliography
(Sharma and Vamil)	Sharma, Neeraj, and Rashmi Vamil. "Effect of Different Heavy Metals and Ph on α -Amylase Production from <i>Bacillus Amyloliquefaciens</i> ." <i>International Journal of Pharma and Bio Science, India</i> 3.2 (2012): B-545 – 550. Web. 5 Aug. 2016.< http://www.ijpbs.net/vol-3/issue-2/bio/61.pdf >.

Website (Example 5): General Information

Source	Porsche
Title	The Porsche Principle
Web site (in italics)	<i>porsche.com</i>
Publisher	Porsche Centre Mumbai
Year when it was published/ modified	2016
Medium of publication	Web
Accessed date	5 th August,2016
URL	http://www.porsche.com/middle-east/_mumbai_/aboutporsche/principleporsche/

In text citation	Bibliography
("The Porsche Principle",2016)	"The Porsche Principle." <i>porsche.com</i> . Porsche Centre Mumbai, 2016. Web. 5 Aug. 2016.< http://www.porsche.com/middle-east/_mumbai_/aboutporsche/principleporsche/ >

Category 3: Citing online video clip

Example : TED video

Author/ Speaker	Emily Oster (Go to video option in Refme)
Title	Flip your thinking on AIDS in Africa
Web site (in italics)	<i>ted.com</i>
Publisher	TED
Year when it was filmed	2007
Medium of publication	Web
Accessed date	10th August 2016
URL	https://www.ted.com/talks/emily_oster_flips_our_thinking_on_aids_in_africa

In text citation	Bibliography
Oster, 2007	.Oster, Emily. "Flip Your Thinking on AIDS in Africa." TED, 12 July 2007. Web. 10 Aug. 2016. < https://www.ted.com/talks/emily_oster_flips_our_thinking_on_aids_in_africa >.

Example : You tube video

Author/ Speaker	(Go to video option in Refme)
Title	Pavlov experiments in conditioning
Web site (in italics)	<i>YouTube</i>
Publisher	YouTube

Year when it was filmed	2010
Medium of publication	Web
Accessed date	10th August,2016
URL	https://www.youtube.com/watch?v=N5rXSjld0q4

In text citation	Bibliography
("Pavlov Experiments in Conditioning",2010	."Pavlov experiments in conditioning." <i>YouTube</i> . YouTube, 2 Nov. 2010. Web. 10 Aug. 2016. < https://www.youtube.com/watch?v=N5rXSjld0q4 >.

Category 4 : Citing a DVD

Author	Dan Clifton
Title	Attack on Pearl Harbor
Web site (in italics)	-
Publisher / Sponsor	BBC / India Today Group
Date when it was published/modified	2010
Medium of publication	DVD
Accessed date	10 August 2016
URL	-

In text citation	Bibliography
(Clifton,2010)	<i>Attack on Pearl Harbor</i> . By Dan Clifton. Dir. Dan Clifton. 2010. The India Today Group, 2010. DVD.2016.

Category 5: Citing social media

Example : Twitter

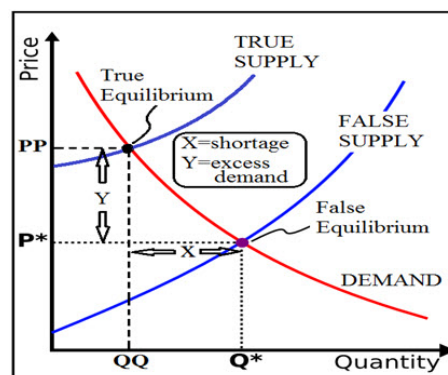
Author/ Speaker	Vicki Davis
Title	Every child needs a champion. Awesome graphic from Sylvia Duckworth!
Web site (in italics)	-
Publisher	-
Year when it was filmed	-
Medium of publication	Web
Accessed date	10th August,2016
URL/Handle	https://t.co/a5N61F9LvR

In text citation	Bibliography
(Davis, 2016)	.“Vicki Davis on Twitter: “Every child needs a champion. Awesome graphic from Sylvia Duckworth! https://t.co/a5N61F9LvR ”” 9 Aug. 2016, Web.

Category 6: Citing an image

Example : Graph

Graph : Demand and Supply curve for gold market



Author/ Speaker	Jim Willie(Go the website where the image is given)
Title	Jim Willie: Extreme gold market: Supply vs demand
Web site (in italics)	Silver Doctors
Publisher	-
Date and Year	29th July,2013
Medium of publication	Web
Accessed date	20, Aug 2016
URL	http://www.silverdoctors.com/gold/gold-news/jim-willie-extreme-gold-market-supply-vs-demand/

In text citation	Bibliography
(Willie,2013)	Willie, Jim. "Jim Willie: Extreme gold market: Supply vs demand." <i>Silver Doctors</i> . 29 July 2013. Web. 20 Aug. 2016. < http://www.silverdoctors.com/gold/gold-news/jim-willie-extreme-gold-market-supply-vs-demand/ >

Work cited: <https://app.refme.com/home#/project/2397338>

Definitions ("Effective citing and referencing", 2014)

Citation

A citation is an indication (signal) in the text that this (material) is not ours; we have "borrowed" it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- in the form of an introductory phrase, or
- at the end of the statement, or
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.

Every citation should be given a full reference that enables the reader to locate the exact source used.

Bibliography/ Work cited/Reference

Most style guides require a list of references at the end of the work(in our case it is MLA 7). This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another.Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase

In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change

(especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas. When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Appendix 3: Elements to be included in reference. ("Effective citing and referencing", 2014)

	Author(s)/ Creator(s)	Chapter /Article/ Page title	Title	Periodical Name	Institution / Publisher and city	URL/DOI	Publication date	Volume/ Issue number	Page number(s)	Database number(s)	E-reader/ device	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes		Yes					If applicable		
Chapter from book	Yes	Yes	Yes		Yes		Yes					If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes	Yes					If applicable		
E-book	Yes		Yes		Yes		Yes				Yes	If applicable		
Newspaper/Magazine article	If available	Yes		Yes			Yes		Yes					
Journal paper	Yes	Yes		Yes			Yes	Yes	Yes					
Electronic newspaper/Magazine article	If available	Yes		Yes			Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes	Yes	Yes	If available	If applicable	If applicable			
Internet/Web page	If available	Yes	Yes		If applicable	Yes	If available							Usually
Internet site	If available		Yes		If applicable	Yes	If available							Yes
Image/graphic/graph	If available		Yes		If applicable	If applicable	If available							If applicable
Video	If available		Yes		If applicable	If applicable	If available							If applicable
Blog	Yes	Yes	Yes			Yes	If available							Yes

Appendix 4: Curriculum layered across Senior school

Academic honesty and citation session plan			
Citation guidelines document for students to refer to	https://docs.google.com/document/d/1bfr56FwTDs6vslNbvW-WDaSlq6lQJKBZr91EaWy50nA/edit#		
Grade 7 : Using MLA 7 to cite weblink and images.			
Task 1	Read /Show a well-known story or an inspirational story with your class. Ask students, in turn, to make a comment on it. Every comment has to be something no one has said before. Students will have increasing difficulty finding original ideas, experiencing that originality is virtually impossible if something has already been discussed extensively. Comments will necessarily include the opinions of others. The student's original contribution will often rest on a critical and informed evaluation of sources, selecting and combining material to shape a new product. The teacher should emphasize that effective use of sources, when properly cited and referenced, will always count in the student's favour.	https://www.youtube.com/watch?v=fXbf0QSiLv4	5 -6 mins- watching video
	Reflection questions		15 mins - Reflection
	1. What is the one most important learning?		
	2. One thing you like to change		
	3. One thing you can connect with.		
Task 2	Video on Plagiarism	https://www.youtube.com/watch?v=Pmab92ghG0M	2 mins
Task 3			
Citation	How to cite a web link and image		10 mins
Citation Tool (Cite this for me)	http://www.citethisforme.com/		10 mins
Teacher demo	Mentor teacher should demonstrate citation of one weblink and one image on screen before students start citing.	The school uses MLA 7 citation method. The author's surname is used first and then the first name for citation. The year of publication and the accessed date is very important.	

Steps to be followed for citation	Refme is now called "Cite this for me" http://www.citethisforme.com/ Steps: 1. Login through google account. 2. Second tab: Citation style: Go for MLA 7 3. Click on website symbol with plus sign and add url. It will autocite. 4. Go to final step. 5. Add reference.		
Students need to cite the following websites as a practice.	Website		
1	Search for a weblink which gives you information about industrial revolution		
2	http://history-world.org/Industrial%20Intro.htm		
3	http://www.innerbody.com/		
	Image		
1	http://www.rajivvij.com/wp-content/uploads/2017/03/Mahatma-Gandhi.jpg		
2	Search for mitochondria image and cite it		
Grade 8: Using MLA 7 to cite videos.			
Task 1	Show this video clip		
	https://www.youtube.com/watch?v=o0wsiLdPVWQ	Exspyda. MUSIC PLAGIARISM: The Most Obvious Song Copies! (46 SONGS!) Biggest Plagiarism Claims. 2014. Web. 13 July 2017 . < https://www.youtube.com/watch?v=o0wsiLdPVWQ >.	
	Ask them to reflect what they have heard in the video. Use Think, Pair and Share strategy		
Task 2	Why citations are important? Students need to watch this video after their reflection.		
	https://www.youtube.com/watch?v=dtxOKWRIJpk		
Task 3	Teaching them to cite videos		

	Refme is now called "Cite this for me" http://www.citethisforme.com/ Steps: 1. Login through google account. 2. Second tab: Citation style: Go for MLA 7 and further MLA7 with url 3. Click on Other symbol beside website symbol with plus sign and click on online video option. 4. Add data manually. 4. Go to the final step. 5. Add reference.	Example: RefMe. Why Citations Are Important?. 2016. Web. 12 July 2017 . <https://www.youtube.com/watch?v=dtxOKWRIJpk>.	
Practice links			
Link 1	https://www.youtube.com/watch?v=bk7McNUjWgw	BBC Earth. Flying Fish Picked Off From Above And Below - The Hunt - BBC Earth. 2017. Web. 12 July 2017 . <https://www.youtube.com/watch?v=bk7McNUjWgw>.	
Link 2	http://natgeotv.com/in/secrets-of-the-king-cobra/videos/secrets-of-the-king-cobra	National Geographic. Secrets Of The King Cobra. 2011. Web. 12 July 2017 . <http://natgeotv.com/in/secrets-of-the-king-cobra/videos/secrets-of-the-king-cobra>.	
Link 3	https://ed.ted.com/lessons/how-to-spot-a-misleading-graph-lea-gaslowitz	Gaslowitz, Lea. How To Spot A Misleading Graph. 2017. Web. 12 July 2017 . <https://ed.ted.com/lessons/how-to-spot-a-misleading-graph-lea-gaslowitz>.	
Grade 9: Using MLA 7 to cite Scholarly articles.			
Activity details	Activity 1- Ice breaking activity (Teachers to take print of activity from Bhargavi)		20 mins
https://drive.google.com/drive/u/0/folders/0B0cP4OjOEyKzOVd2aENRMXpSTEE	On the next page there are 10 tasks listed for you. You are expected to complete all the tasks with the help of the other participants (except the teacher) Each task will be considered completed ONLY when it is authorized by the name & signature of the other participant who has helped you to complete it. The participant, who finishes all the 10 listed tasks earliest, will be the winner of this activity. Why is it important to get a signature? How many students didn't do the activity and got the signature?		

Cite this for me	http://www.citethisforme.com/ Steps: 1. Login through google account. 2. Second tab: Citation style: Go for MLA 7 and further MLA7 with url 3. Click on Other symbol beside website symbol with plus sign and click on online article. 4. Add data manually. 4. Go to final step. 5. Add reference.		20 mins
Article 1	http://www.currentscience.ac.in/Volumes/111/02/0243.pdf	RAJPUT, K. et al (2017). Relocation of Ophioglossum gramineum Willd (Ophioglossaceae). CURRENT SCIENCE, [online] 111(2), p.243. Available at: http://www.currentscience.ac.in/Volumes/111/02/0243.pdf [Accessed 14 Nov. 2017].	
Article 2	http://www.greenpeace.org/india/en/Blog/Guest-blog/powering-ecological-agriculture-in-india/blog/57130/	Singhal, Prateek. "Powering Ecological Agriculture In India." GreenPeace India 2017. Web. 14 Nov. 2017 . < http://www.greenpeace.org/india/en/Blog/Guest-blog/powering-ecological-agriculture-in-india/blog/57130/ >.	
Article 3	http://www.ijpbs.net/vol-3/issue-2/bio/61.pdf	SHARMA, NEERAJ, and RASHMI VAMIL. "EFFECT OF DIFFERENT HEAVY METALS AND PH ON A-AMYLASE PRODUCTION FROM BACILLUS AMYLOLIQUEFACIENS." International Journal of Pharma and Bio Sciences 3.2 (2012): 545-550. Web. 14 Nov. 2017 . < http://www.ijpbs.net/vol-3/issue-2/bio/61.pdf >.	
Grade 10 : Using MLA 7 to cite books			
	Distribute describing wheel handout in groups assigned	Refme is now called "Cite this for me"	
Task 1	. Have students place the words "giving credit" in the center of the Describing Wheel. then ask the following questions.	http://www.citethisforme.com/ Steps: 1. Login through google account. 2. Second tab: Citation style: Go for MLA 7	

Source of idea: http://mytpl.org/wp-content/uploads/TFT-LP-8-When-and-Why-to-Cite-Sources1.pdf	1. Could anything bad happen to you if you copied someone else's idea or words and didn't give them credit? (bad grade, suspended from school/college, lose your credibility, pay a fine, go to jail) 2. How would you feel if someone stole your idea and didn't give you credit - what do you think should happen to them if they do? 3. Why might it be unfair to use someone else's work without giving them credit? 4. How does it help YOU when you cite sources? (shows you know what you are talking about, credible sources give you authority) 5. How might it help your reader if you cite sources (can learn more from the books you read, know if they can trust your arguments) 6. How would you feel if you posted something really cool on Facebook and a bunch of people shared it as if it was their own witty comment, not giving you credit?	with url 3. Click on the symbol and select book or directly book with plus sign and add url. if it is an online book or add details manually if it is a hard copy. 4. Go to the final step. 5. Add reference.	
Task 2	Take students to senior library and divide them into groups.		
	Demonstrate them how to cite a book first.		
	Give students 3-4 books on the table and tell them to cite on their own.		
example			
Book	The Lost Symbol by Dan Brown	Brown, Dan. The Lost Symbol: Special Illustrated Edition. 1st ed. Doubleday; Spl III edition: Knopf Doubleday Publishing Group, 2010. Print.	
Grade 11			
Focus	Scenarios for Academic misconduct		
20 minutes- preparation time	Scenarios for Academic misconduct - Teachers to collect print of scenarios from Bhargavi Ma'am. Teachers to divide (group wise) students. Students will read the scenarios and will prepare for role play.		
30 minutes	Role play		
Grade 12	Idea source: McClain, Rachel. "Cite Your Sites!". The Learning Network., 2017. Web. 6 June 2017.		
Focus	What is internet plagiarism?		Time allotted
Task 1	Students respond to the following scenario in a post it (written on the board or handed out prior to class): "You and a friend have been working on your final research papers for one of your classes for the past month. The night before the papers are due, you get together for an all-night editing session. At 1 a.m., your friend's computer dies, and he loses his entire paper. He has no back-up disk. Your friend is devastated, and he decides to download a paper off of an Internet term paper site. How do you respond to his actions?" After giving students a few minutes to write, have some students share their responses with the class. Then, develop a		10 minutes

	class definition of plagiarism.		
Task 2	As a class, read the article "Lessons in Internet Plagiarism," focusing on the following questions:	http://www.nytimes.com/learning/teachers/featured_articles/20010629friday.html	20 minutes
	a. How did Ms. Prestebak discover that the high school student had taken his paper off the Internet?	Worksheet link: https://drive.google.com/drive/folders/0B0cP4OjOEyKzOVd2aENRMXpSTEE	
	b. How has the temptation to cheat increased by access to the Internet?		
	c. What happened at the University of Virginia with regards to this topic?		
	d. What did Donald McCabe's survey reveal?		
	e. According to Cathy Aubrecht, what is a sign that a student has plagiarized?		
	f. What are some of the consequences for plagiarism?		
	g. What are some resources that schools can use to find out if students are plagiarizing materials?		
Task 3	Citation task using cite this for me in the form of google form		15 minutes
Blog post	http://www.greenpeace.org/india/en/Blog/Guest-blog/powering-ecological-agriculture-in-india/blog/57130/	Refme is now called "Cite this for me" http://www.citethisforme.com/ Steps: 1. Login through google account. 2. Second tab: Citation style: Go for MLA 7 3. Click on website symbol with plus sign and add url. It will autocite. 4. Go to the final step. 5. Add reference.	Singhal, Prateek. "Powering Ecological Agriculture In India". Greenpeace India 2017. Web. 13 June 2017 . < http://www.greenpeace.org/india/en/Blog/Guest-blog/powering-ecological-agriculture-in-india/blog/57130/ >.
Image	http://www.silverdoctors.com/gold/gold-news/jim-willie-extreme-gold-market-supply-vs-demand/		<i>Jim Willie: Extreme Gold Market: Supply Vs Demand.</i> 2013. Web. 13 June 2017 . < http://www.silverdoctors.com/gold/gold-news/jim-willie-extreme-gold-market-supply-vs-demand/ >.

Video	https://www.ted.com/talks/emily_oster_flips_our_thinking_on_aids_in_africa		Oster, Emily. Flip Your Thinking On AIDS In Africa. 2007. Web. 13 June 2017 . < https://www.ted.com/talks/emily_oster_flips_our_thinking_on_aids_in_africa Te d>.
Scholarly articles	http://www.currentscience.ac.in/Volumes/111/02/0243.pdf		RAJPUT1, KISHORE S. et al. "Relocation Of Ophioglossum Gramineum Willd (Ophioglossaceae)". Current Science 111.2 (2017): 242-243. Web. 13 June 2017 . < http://www.currentscience.ac.in/Volumes/111/02/0243.pdf >.
Book	The Lost Symbol by Dan Brown		Brown, Dan. The Lost Symbol: Special Illustrated Edition. 1st ed. Doubleday; Spl Ill edition: Knopf Doubleday Publishing Group, 2010. Print.
social media	https://t.co/a5N61F9LvR		
News article	http://www.economist.com/news/finance-and-economics/21703263-stress-test-results-do-little-dampen-worries-about-italys-lenders-still		
Task 4	Using Citation checklist and worksheet	https://drive.google.com/open?id=1J2rgDxc-sSH3mQ-IYejnNlFFnpOvmQ-Kk2CjPmDZJR	

MYP Undertaking format:



2. Academic Integrity Policy²

What is Academic misconduct?

The IB defines “academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of the assessment. Behavior that may cause disadvantage to another candidate is also regarded as academic misconduct.”

Academic Integrity includes but is not limited to

- ❖ **Plagiarism**
- ❖ **Collusion**
- ❖ **Duplication of work**
- ❖ **Misconduct during an IB examination**
- ❖ **Unethical behavior which includes but is not limited to**
 - Using Chat GPT or any other AI tools without acknowledging/citing it properly.
 - Outsourcing the assignment rather than doing the work independently.
- ❖ **Any other behavior** that gains an unfair advantage for a candidate or that affects the results of another candidate
 - Taking unauthorized material into an examination
 - Disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination

Consequences for breach of Academic Integrity for students in Assessments (applicable to all assessments):

The student’s assessment work will not be marked by the examiner but will be reported as “Academic Misconduct” in the School Assessment Reporting System and hence will also be reflected in the student report and transcript.

09 | MYP PARENTS UNDERTAKING

Consequences for breach of Academic Integrity for students during submissions:

The student’s work will not be submitted to IB and will be considered as a failing condition or in the case of school work it will be marked as “D” in the school report in case of detection of academic integrity breach by students which will be reflected in transcript and will have an impact on university admissions.

We have referred to the detailed policy by accessing the given link/OR code and read our responsibilities. We have understood the consequences attached to a breach of Academic Integrity, and agree to abide by all the above terms and conditions mentioned and will not hold the school responsible for it.

Student Signature

Parent's name:

Parent Signature

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DP Undertaking format:





B: Academic Integrity²

What is Academic misconduct?

The IB defines “academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of the assessment. Behavior that may cause disadvantage to another candidate is also regarded as academic misconduct.”

Academic Integrity includes but is not limited to

1. **Plagiarism**
2. **Collusion**
3. **Duplication of work**
4. **Misconduct during an IB examination**
5. **Unethical behavior which includes but is not limited to**
 - ❖ Using Chat GPT or any other AI tools without acknowledging/citing it properly.
 - ❖ Outsourcing the assignment rather than doing the work independently.
6. **Any other behavior** that gains an unfair advantage for a candidate or that affects the results of another candidate
 - ❖ Taking unauthorized material into an examination.
 - ❖ Misconduct during an examination.
 - ❖ Disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after an oral/written examination.



²Academic Integrity Policy: Link & QR Code
<https://www.fountainheadschoo.org/school-policies-new/academic-policy/academic-honesty-policy/>

Consequences for breach of Academic Integrity for students in Assessments (applicable to all assessments):

The student’s assessment work will not be marked by the examiner but will be reported as “Academic Misconduct” in the School Assessment Reporting System and hence will also be reflected in the student report and transcript.

Consequences for breach of Academic Integrity for students during submissions:

The student’s work will not be submitted to IB and will be considered as a failing condition. In case of school-level submission, it will be marked as “D” in the school report in case of detection of academic integrity breach by students, which will be reflected in the transcript and will have an impact on university admissions.

We have referred to the detailed policy by accessing the given link/QR code and read our responsibilities, understood the consequences attached to the breach of Academic Integrity, and agree to abide by all the terms and conditions mentioned above. We will not hold the school responsible for any breach/misconduct.

Student Signature

Parent’s name:

Parent Signature

Appendix 6: Sample of IBDP student work (Student's consent is taken for use)

1. Student sample of consent form:

IBDP Psychology Internal Assessment

Consent Form for Participants

- I have been informed about the nature of the experiment
- I understand that I have the right to withdraw from the experiment at any time, and that any information/data about me will remain confidential
- My anonymity will be protected as my name will not be identifiable.
- The experiment will be conducted so that I will not be demeaned in any way.
- I will be debriefed at the end, and have the opportunity to find out the results.

I give my informed consent to participate in this experiment

Name: _____

Gender: _____

Age: _____ years

Contact: _____

Signature of the participant: _____ Date: _____

IBDP Psychology Internal Assessment

Consent from Parents for participating in experiment

I _____, parent of _____ has been informed that my ward has been taking part in an experiment with a student of DP for their Psychology IA requirement. I am aware that the child will not be harmed and the information collected will be kept confidential. My ward has rights to withdraw if I or he/she feels to do so. My ward will be debriefed about the experiment at the end and I also will be receiving debriefing mail for the same

I give my informed consent to my ward to participate in this experiment

Name of the student: _____ Grade : _____

Section: _____

Name of the Parent: _____

3. Student sample of in-text citation

Potassium permanganate: In case of skin contact, permanent eye damage may occur, inhalation of dust may cause sore throat.

Disposal method: Very toxic to aquatic life with long lasting effects, so dispose of contents/container to comply with local, state and federal regulations.

("Potassium Permanganate Safety Data Sheet",2014)

4. Student sample of Bibliography

Crew, Hilary. *Feminist Theories And The Voices Of Mothers And Daughters In Selected African-American Literature For Young Adults* 1. Web. 9 Sept. 2018.

Daniels, Patsy J. *Voice Of The Oppressed In The Language Of The Oppressor*. Hoboken: Taylor and Francis, 2013. Print.

de Beauvoir, Simone. *The Second Sex*. France: N.p., 1949. Print.

Drbalová, Lenka. "Old Stories Made New – Anita Diamant'S The Red Tent And Marina Warner'S The Leto Bundle." Bc. *Masaryk University*, 2017. Print.

Hirsch, Marianne. *The Mother/Daughter Plot*. Bloomington: Indiana University Press, 1989. Print.

5. Student sample of presentation citation (Link under the image)

Supporting Local Communities

- A Packing event was organized by all our IKEA stores in Sweden which involved customers and representatives from, Save the Children to prepare more than **37,000 welcome backpacks** filled with toys and other products for children.
- In UK, IKEA has planted **one million trees** in communities across the country.



<http://drakeinthemorning.com/ikea-memphis-provides-refugees-with-beds/>

Appendix 7: Checklist followed during examination

7.1 : Exam Process document

Source: <https://docs.google.com/document/d/1xqXqOv5jJdTyzl7q71S9F6eDH7MtV929TDC-bxMW5k/edit>

IBDP examination process

Step 1: Examination posters to be placed outside the venue before examination.

Step 2: Examination officer will take the papers from “Vault” to the examination venue.

Step 3: The details of the examination is written on the whiteboard which includes:

- Centre number
- Date of examination
- Subject and level (IBDP)
- Duration of examination
- Timings
- Number of students
- Inclusive access arrangements (where applicable)
- GDC allowed or not

Step 4: Placing and Checking the view of video camera. Links of the recording are saved and kept in a separate folder.

Step 5: Name tags, Cover sheet (IBDP), data booklet, answer booklet and graph paper (if required) is placed on the student table before examination starts by invigilator or examination officer.

Step 6: Based on the name tags placed, seating plan is filled by the exam officer with all the

SEATING PLAN					
Date:-		Subject:-		Venue:-	
Component Code:-		No of Students:-		Examiner officer Sign:-	
INVIGILATOR					

Page 1 / 1

details and then is placed on white board.

Step 7: Student Checking by didi and bhaiya outside the examination room for unauthorized material.

Step 8: GDC on exam mode and reset by examination officer with the help of DPC or invigilator is done before the examination starts.

Step 9: Students will enter the exam venue and will sit according to the name tag placed.

Step 10: The question paper packet is opened in front of the students and students are instructed to fill the details.

Step 11: The invigilator reads the “Starting of examination instructions” from The conduct of IB Diploma programme examination document..

Step 12: In case of IBDP, reading time of 5 minutes is given before the actual examination starts.
(Is not applicable for MCQ papers-Biology, Physics, Chemistry and Design Technology)

Step 13: After 5 minutes (IBDP), invigilator instructs students to start writing.

Step 14: Invigilator takes attendance of the students present during the exam.

Step 15: Invigilator to fill school checklist.

https://docs.google.com/document/d/1hmaXQE5-yQR2TDcyZooMnm4tqW8bngv_gcUB0H0oVUo/edit

Step 16: Invigilator has to write the details of the student out and in time if a students visits washroom. A log book is provided for the same. (IBDP)

Step 17: Students are not allowed to leave the examination room during first hour or during last 15 minutes of examination. (IBDP)

Step 18: Invigilator to follow all the points mentioned in the checklist.

Step 19: Students are told to leave their answer copies on the student table and invigilators collect it from their desk. Invigilators check all the details filled by the student.

Step 20: Papers are sealed by the examination officer at the venue. The exception is in the case of inclusive access when more time is given. The papers of students attempting on laptop are printed and then placed in the packet. Scanning centre stickers are applied to the packets and details filled on the packet.

Step 21: Packets are been couriered on the same day after all the exams are over for the day
The packets have to be weighed before submitting it for courier.

https://docs.google.com/spreadsheets/d/1E2NkXb5TtKNTNo73bIBr5_Aaon3W5LLvcv3EMpSz0JA/edit#gid=0

7.2 Invigilator checklist

Source: https://docs.google.com/document/d/1hmaXQE5-yQR2TDcyZooMnm4tqW8bngv_gcUB0H0oVUo/edit

Venue: _____

EXAMINATION INVIGILATION FORM

Date: _____ Time: _____

Grade	Subject	Paper Code & Title	GDC / Calculator allowed	No. of students expected	No. of students who attended

- Exam Checklist followed as per Checklist : YES / NO

Instructions to be followed during the Examination

START OF EXAMINATION		Comment (if any)
Write all the required information on the whiteboard	YES / NO	
Name tag to kept randomly on the table before the students enter the room	YES / NO	
Check candidates before entering the examination hall	YES / NO	
Check students are with transparent bottles and pouches (For DP students pouches are not allowed)	YES / NO	
Students are in proper and full school uniform, including shoes, id card	YES / NO	
DURING EXAMINATION		
Take attendance during the examination room and mark the attendance in attendance sheet	YES / NO	

Check if students have filled their details properly in script/answer sheets and then sign on the required materials (Answer sheet, MCQ sheet or Question Sheet)	YES / NO	
Don't allow students to go for water break / washroom in the first and last 30 mins of the examination (IGCSE)	YES / NO	
IBDP: Students are not allowed to leave the examination room during first hour or during last 15 minutes of examination. e.g. If the paper is less than 1 hour 15 minutes then student is not allowed to leave the exam hall.	YES/NO	
END OF EXAMINATION		
Tell students to stop writing	YES / NO	
Collect answer sheets and question paper from the students	YES / NO	
Collect name cards from student table	YES / NO	
Count all answer sheets and question paper and place the answer sheets in the script	YES / NO	

Any Exception / Issues during examination: YES / NO

Name of Invigilators: _____

Sign of Invigilators: _____

Sign of Examiner Officer: _____

7.3 Exam officer checklist

Source: <https://docs.google.com/document/d/13R3DnYmMpo1mh7g8bBrpftmJE1suTKiAmvn6xeaUZRU/edit>

IBDP and IGCSE examination process (TO be filled by exam officer)

Date of examination: _____ Subject: _____

Program: IBDP /IGCSE Timings: _____

Before examination	
	Examination posters to be placed outside the venue before examination.
	Examination officer will take the papers from "Vault" to the examination venue.
	The details of the examination is written on the whiteboard which includes: a. Centre number b. Date of examination c. Subject and level (IBDP) / Component code (IGCSE) d. Duration of examination e. Timings f. Number of students g. Inclusive access arrangements (where applicable) h. GDC allowed or not
	Placing and Checking the view of video camera. Links of the recording are saved and kept in a separate folder.
	Name tags, statement of entry (IGCSE) / Cover sheet (IBDP), data booklet, answer booklet and graph paper (if required) is placed on the student table before examination starts by invigilator or examination officer.
	Based on the name tags placed , seating plan is filled by the exam officer with all the details and then is placed on white board.
	Student Checking by didi and bhaiya outside the examination room for unauthorized material.
In exam venue before writing of exam starts	
	Students will enter the exam venue and will sit according to the name tag placed.
	GDC on exam mode and reset by examination officer with the help of DPC or Exam officer or invigilator is done before the examination starts.
	The question paper packet is opened in front of the students and students are instructed to fill the details.
	The invigilator reads the "Starting of examination instructions" from the The conduct of IB Diploma programme examination document / IGCSE Cambridge handbook.

	In case of IBDP, reading time of 5 minutes is given before the actual examination starts.(Is not applicable for MCQ papers-Biology, Physics, Chemistry and Design Technology)
	After 5 minutes (IBDP), invigilator instructs students to start writing.
When exam begins	
	Invigilator takes attendance of the students present during the exam. Invigilator to follow and fill the school checklist.
	Invigilator has to write the details of the student out and in time if a students visits washroom. A log book is provided for the same. (IBDP)
	Students are not allowed to leave the examination room <u>during first hour or during last 15 minutes of examination.</u> (IBDP)
	Invigilators read "5 minutes" left and Exam ending instructions. Students are told to leave their answer copies on the student table and invigilators collect it from their desk. Invigilators check all the details filled by the student.
	Papers are sealed by the examination officer at the venue. The exception is in the case of inclusive access when more time is given. The papers of students attempting on laptop are printed and then placed in the packet. Scanning centre stickers are applied to the packets and details filled on the packet.
	Packets are <u>been</u> couriered on the same day after all the exams are over for the day.
	Packets are weighed where required

Signature of exam officer/s: _____

7.4 Support staff checklist for exam

Source: <https://docs.google.com/spreadsheets/d/1AvSyd63pyu57pPxtMLBIWCMJcrWNPSE-VM-WXAS9ags/edit#gid=1186681927>

DATE				
Subject				
CHECKLIST (1st / 2nd / 3rd)				
in all washroom				
Behind bucket				
store room where all buckets are kept				
dustbin				
behind the flush tank				
Wall partition				
Black plastic bags in girls washroom				
Toiletries				
Checked by (names)				
Sign				
Sign				
Checked at what time				

Appendix 8: Academic honesty scenarios during examination

Source: <https://drive.google.com/open?id=1b-B8QQyRGCGCXzqiLbtKcTomznDKoHQd>

Example of few scenarios: Adapted from IB In school face to face workshop done on Academic honesty.

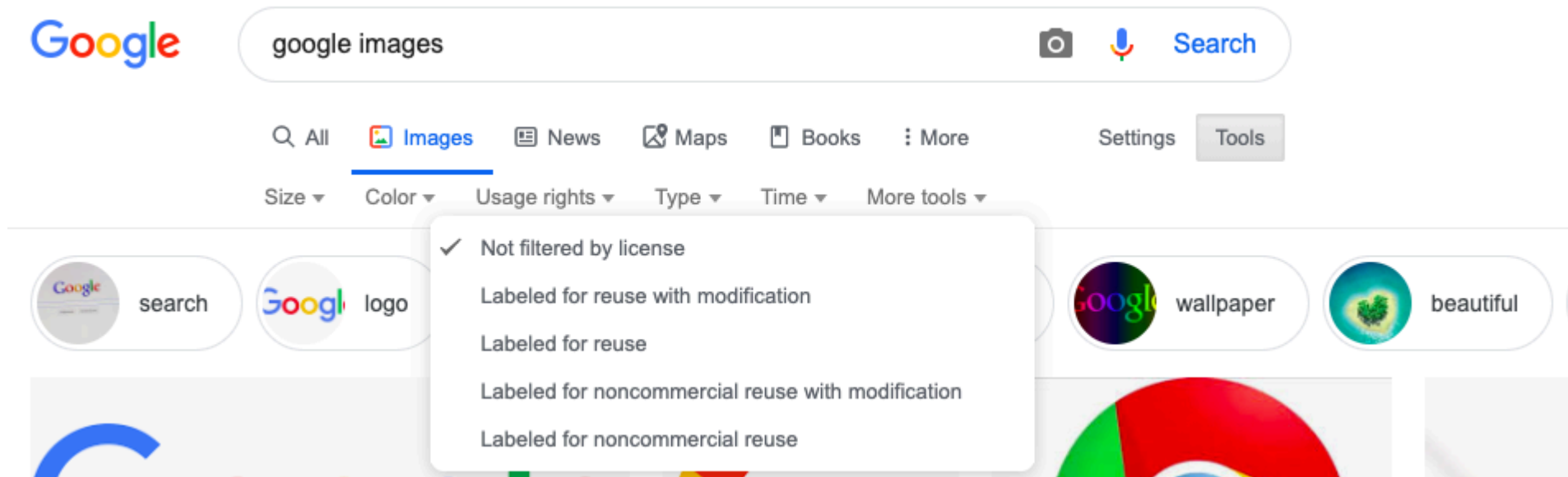
Scenario	A candidate disobeys the instructions of the invigilator. The instructions are in compliance with the IB regulations for the conduct of examinations.		
Principle	If the conduct of the candidate is such that he/she gains an unfair advantage (for example, continuing to write answers to questions when told to stop) or may affect the results of another candidate (for example, behaviour that is a distraction to other candidates), this will constitute malpractice.		
Penalty	No grade will be awarded in the subject concerned.		

Scenario	A candidate communicates or tries to communicate with another candidate during an examination.		
Principle	If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice.		
Penalty	No grade will be awarded in the subject concerned.		

Scenario	A candidate (or candidates) leaves notes, a textbook, cell/mobile phone, calculator or other unauthorized material in a bathroom that is accessed, or could be accessed, during an examination. Alternatively, a candidate may access or endeavour to access unauthorized material left by another candidate.		
Principle	If the conduct of the candidate is such that he/she may gain an unfair advantage or the conduct may affect the results of another candidate, this will constitute malpractice.		
Penalty	No grade will be awarded in the subject concerned.		

Scenario	There is clear evidence that a candidate (or candidates) has copied the work of another candidate during an examination. It is not clear which candidate is guilty of malpractice, or whether some form of collusion has taken place.		
Principle	If the conduct of the candidate is such that he/she may gain an unfair advantage this will constitute malpractice; this includes communicating with another candidate during the period of the examination. If the evidence and statements are insufficient to identify which candidate (or candidates) is guilty of malpractice the school will be asked to undertake further investigation and send a report to the IB at the earliest opportunity.		
Penalty	With the cooperation of the school concerned the case will be investigated further until it is established, before the close of the examination session, which candidate has copied or whether there was collusion between the candidates. No grade will be awarded in the subject concerned to the guilty candidate or both candidates, as appropriate.		

Appendix 9: How to check usage rights



Appendix 10: Student work samples- Citation- MYP(7-10)

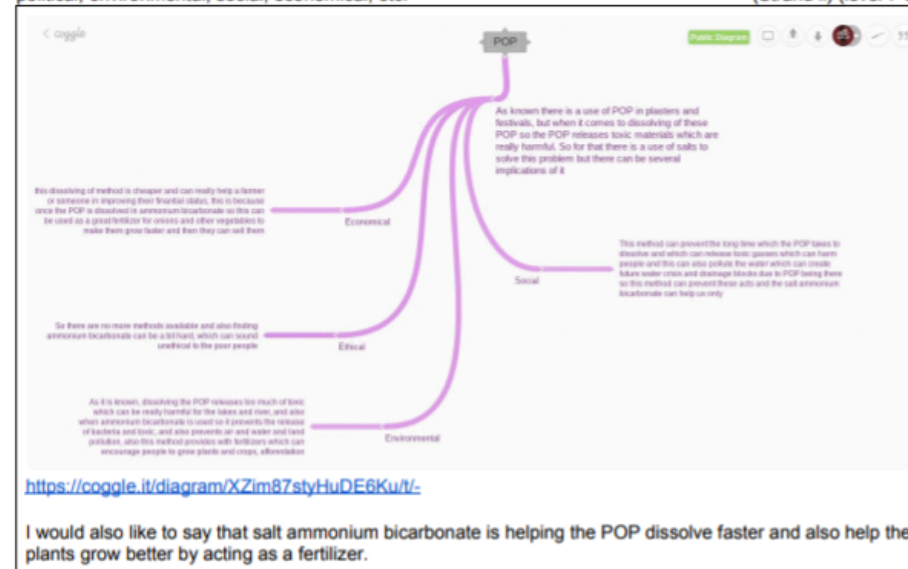
Example 1: Grade 8 Science

Bibliography : MLA 7 Format Citation

MLA 7 CITATION :

- Source : Website
Article Title: Introduction to the Muscular system | SEER Training
Website Title: Training.seer.cancer.gov
URL: <https://training.seer.cancer.gov/anatomy/muscular/>
Access Date: 8th Sep 2019
- Source: Website
Article Title: What are the Functions of the Muscular System?
Website Title: Healthline
URL: <https://www.healthline.com/health/functions-of-the-muscular-system>
Access Date: 8th Sep 2019
- Source: Website
Author: FACC Dr. Payal Kohli
Article Title: Cardiac Muscle Tissue : Definition, Function, and structure
Website Title: Medical News Today
URL: <https://www.medicalnewstoday.com/articles/325520.php>
Access Date: 8th Sep 2019
- Source : Book/ Encyclopedia
Book Name: Knowledge Encyclopedia - Human Body
Publishers : DK Publication
Page: 85, 86, 87, 88
Access Date: 8th Sep 2019
- Source: Video
Video Title: How to treat Bones and Muscles Diseases?
Dr. Samadit Khanikar
Publisher: Narayana Health
Publication Date: 10 Jan 2019
Access Date: 8th Sep 2019
URL: [YouTube.com/watch?v=0VUDX2-0bB4](https://www.youtube.com/watch?v=0VUDX2-0bB4)

ii) **Research to discuss and evaluate** the implications of using science and its application in the above given method to solve a problem of Disposal of plaster of paris (one type of salt) interacting with factors like ethical, political, environmental, social, economical, etc. (Strand ii) (level 7-8)



iii) Document the sources used in **MLA 7 format** (at least 3) : using

MLA citation format :- Author's Last name, First name. "Title of the Article or Individual Page." *Title of the Website*, Name of the Publisher, Date of Publication in Day Month Year format, URL.

Quora.com. (2019). *What is the best method to dissolve Ganesha idols, made of Plaster of Paris?* - Quora. [online] Available at: <https://www.quora.com/What-is-the-best-method-to-dissolve-Ganesha-idols-made-of-Plaster-of-Paris> [Accessed 5 Oct. 2019].

Downtoearth.org.in. (2019). *Green technique can convert plaster of Paris waste into useful products.* [online] Available at: <https://www.downtoearth.org.in/news/science-technology/green-technique-can-convert-plaster-of-paris-waste-into-useful-products-62285> [Accessed 5 Oct. 2019].

Coggle.it. (2019). *Coggle - Simple Collaborative Mind Maps.* [online] Available at: <https://coggle.it/> [Accessed 5 Oct. 2019].