Guidelines for members of the Primary, Middle and Diploma Programme School

ACADEMIC HONESTY POLICY

2022-2023

community

Ela Green School, Karambur Village, Near Maraimalai Nagar, Chengalpattu Taluk, Kanchipuram District, 603209

OUR VISION

Ela Green School is committed to offer value-based education, which will reinforce real-world skills, social and environmental responsibilities in the younger generation, enabling them to be future-ready.

INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Table of Contents

This document has been prepared by the IB Programme Coordinators and a team of teachers handling Primary, Middle Years and Diploma Programme.
Year of intended review: 2023-2024
Note:

- New staff will be provided this document during the orientation program.
- Copies of this document will always be available in the Resource Centre

Academic Honesty Philosophy

We, at Ela Green School (EGS) believe in creating a safe and encouraging learning environment, in which students can explore ideas and make visible development of their own thinking. Academic honesty and integrity are at the core of EGS's learning and teaching philosophy. We recognize that attributes of the learner profile are important in nurturing such an environment. We are committed to raising responsible, caring, open-minded, principled individuals, who uphold integrity and honesty under all circumstances.

Objectives of the academic honesty policy document

The academic honesty policy aims to set a clear professional standard for maintaining and practicing academic honesty, by the school community, in all academic activities including constructing knowledge, understanding and thinking.

Academic honesty policy document gives clear guidelines to every member of the school community including the school management, teachers, students and parents regarding school's procedures for implementing and practicing academic honesty. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes academically honest practice and what actions are to be taken if there are transgressions.

The academic honesty policy document of EGS is a dynamic, inclusive, engaging and collaborative document. This document aligns with and is an extension of the IBO's mission statement and the school's vision statement.

As an IB school, we adhere to the IB standards and Practices:

Standard C3:

4. Teaching and learning promotes the understanding and practice of academic honesty.

Standard B1:

5. The school develops and implements policies and procedures that support the programme(s).

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

What is Academic Honesty?

It refers to:

- a set of values 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 student's own language, expression and ideas & appropriate acknowledgement in case the ideas or work of another person are represented.

What is an authentic piece of work?

An authentic piece of work is one that is based on your individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use one's own language, expression, and ideas.

Where the ideas or work of another person are represented within your work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes even your responses to examination papers. All quotations in your examination script must be properly acknowledged.

Important terms related to academic honesty

Intellectual Property

Intellectual property refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. Forms of intellectual and creative expression, for example, works of literature, art or music must be respected and are normally protected by law.

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:

• Text   • Visual   • Audio • Graphic • Artistic • Lectures • Interviews • Conversations • Letters   • Broadcasts   • Maps

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

What is Academic misconduct?

In Article 20 of General regulations: Diploma Programme (September 2016), IB defines "academic misconduct as behaviour (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." (*General Regulations: Diploma Programme*, 2016)

Plagiarism: This is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment.
Examples of plagiarism:
* Copying an article from a website and not giving credit--but not understanding you had to give credit--is still plagiarism. Always ask your teacher if you should give the original author credit if you are unsure.

* Copying and pasting information from a website into your work, and then failing to give the website credit.

* Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.

To Avoid plagiarism:
If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and gives your work greater credibility.
b. Collusion: This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
Examples of collusion
* You let another student copy from your homework.

* The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it.

* If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion.

* In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz.

* You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.

To avoid collusion:
Always do your own work. If you are unsure, ask your teacher before you ask a classmate. During an exam or other assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher.

c. Duplication of work: This is defined as the presentation of the same work for different assessment components and/or IB requirements.
Example of duplication of work:
* You completed your INS investigation and you copied parts of it to complete your extended essay.

To avoid duplication

Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.

d. Fabrication of data: If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component.

e. Falsification of a CAS record: is submitting any record of work not done by the candidate himself.

f. Any other behaviour: 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).

g. Misconduct during an IB examination: for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate.

h. Unethical behaviour: such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines while conducting research.

Measures taken at EGS to maintain academic honesty

Academic honesty is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development. ATL skills have relevance across the curriculum and help students "learn how to learn". To support learning and encourage students to complete work with integrity, EGS has adopted several strategies.
● Students will learn and practice academic honesty as part of their ATL skill development across subject groups.
● We use MLA (Modern Language Association) Style across all subjects and grade levels.

● Whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc.) using MLA style.

● Examples using MLA Style can be found online. EGS follows the approach of the Purdue Owl. The website provides resources demonstrating how to use in-text citations to reference sources as well as how to make a works cited page.

● Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page.

● Teachers consistently show how to cite using MLA.

● We encourage students to talk with their teachers and the librarian when they do not know when or how to reference a source.

● Teachers will clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).

● Students will use process journals in some DP subject groups as well as their assessments as a tool for promoting academic honesty.

● If a test is given during class, the teacher will remind all students that possession of a restricted electronic device and materials violates the school's academic honesty policy. The teacher will provide a place in the classroom for these devices but does not claim responsibility for the devices.

● "Turnitin" is a tool for electronically collecting all written work completed outside the classroom and checking work against many online sources. Turnitin is a similarity checking tool; it does not detect plagiarism. Teachers may use Turnitin to ensure students submit their own work with sources referenced where required.

Roles and responsibilities

Implementing academic policy is a collaborative work of the whole school community, though each one has specific roles and responsibilities.

PYP/MYP and DP Coordinators

- Create the academic honesty policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.

- Promote and encourage teachers to educate students regarding the policy.

- Enforce the consequences when a student violates the policy.

Academic Staff:

- Be role models of academic honesty.

- Communicate expectations you have for to students by clearly referring to the academic honesty guidelines.

- Ensure that students have a full understanding of the expectations and guidelines of the respective subjects.

- Ensure that students understand what constitutes academic misconduct and its consequences.

- Make the Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly information literacy skills.

- Provide guidance regarding studying, writing an academic document, inquiring and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.

- Plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations.

- Give timely and appropriate feedback and ensure that students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.

- Ensure that all student work is appropriate labelled and saved to avoid any errors when submitting assessment to the IB.

- Follow a plan to cross-reference work across multiple groups of students when they are preparing.

- Submit final pieces of work for assessment to prevent collusion.

- Respond to student academic misconduct and support the school's and IB's investigations.

- Respond to school maladministration and support the school's and IB's investigations.

- Encourage honesty and communicate the consequences of breaching IB regulations.

Librarian

- Support teachers and students in identifying best practices regarding academic honesty.

- Help students obtain reliable information from various sources.

Role of Students:

- Be fully aware of school's academic honesty policy.

- Be aware of IB's policies and procedures.

- Always complete all your assignments, assessments, quizzes, projects or any other school related work in an honest manner to the best of your ability.

- Always be authentic in your work. Make your work personal and write using your own "voice".

- Abstain from taking undue help in completing your tasks.

- Always acknowledge help and resources used.

- Allow yourself time to do the work properly.

- Submit work that is authentic as part of the e-Portfolios and personal/community projects.

- Familiarize yourself with what constitutes academic misconduct in the on-screen examinations.

- Promptly report any malpractice or breach to concerned school authorities.

Role of Parents:

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by the children.

- Support children's understanding of IB policies, procedures and subject guidelines.

- Establish a good level of communication with the school so that you understand the requirements of the DP and what is expected of students.

- Understand school internal policies and procedures that safeguard the authenticity of children's work.

- Support children in planning a manageable workload so they can allocate time effectively.

- Encourage them to ask their teachers for advice if they are having difficulties with their work.

- 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 Head of Schooland/or the IB.

- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for the children.

- Abstain from giving or obtaining assistance in the completion of work to your children and bibliography in the document or presentation they are submitting.

- Support your child but be sure he or she is the one responsible for the work done.

Academic Honesty in Primary Years Programme

Being an academically honest person begins at a very young age. The qualities inculcated and sustained throughout the primary years will last a lifetime. Academically honest behavior can take various forms in the primary years and is all-pervasive in the learning community. Teachers and parents play a crucial role in inculcating honesty to students by modeling the behavior of an academically honest person. Most important aspect in making the academic honesty policy is creating an awareness of honesty to all members of the learning and teaching community.

Framework for identifying academic honesty in various primary year learning engagements

Learning Engagements	Project	Slide Presentation	Oral presentation	Creative work	Independent work
Examples	Chart Booklet Portfolio Collage Comic strip	Summative Assessments / PYP 5 Exhibition	Prior knowledge assessments/ Book Club/ Science Fair/ Literary events/ Class based presentation/Student led classes/ General	Expressions of concepts in visual and performing arts	Assessments in school/ Homework/ report submissions

			discussions/ PYP 5 Exhibition		
Citations	1.Cite the sources using MLA 7 citation for images and contents, 2. Add bibliography at the end of the report 3. Cite the name of source when making a collage	1.Cite the sources using MLA 7 citation for images and contents, 2.Accept each other's ideas and feedback 3. Add bibliography at the end of the report.	1.Bibliography at the end of presentation, image sources 2.Verbal acknowledgement of participants. 3. Cite the sources using MLA 7 citation for images and contents.	1.Acknowledge original artwork 2.Acknowledge ideas of others	1.Cite source when past papers are used as a part of school assessment

Credits: "Academic Integrity." ibo.org., 2019

Academic Honesty in Middle Years Programme

The early- and mid-adolescence years are crucial to self-development, especially in the information age. MYP students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve and perform. In this context, academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment. As with younger students, the well-being of MYP students is heavily influenced by school personnel and environments. The relationship between teacher, student achievement and the learning process is a critical part of the MYP, so it is natural to develop academic honesty in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research.

Framework for identifying academic honesty in various middle year disciplines

Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
Exampl es	Personal project	Community project/ Summative Assessments	Book Reviews/ Book Club/ Science Fair/ Literary events/ Class based presentation/Student led classes/ Video/audio recordings as part of e portfolio task requirements	1.In Visual art, Design in terms of products, Product design specification	Assessments in school and final IB exam/Homework/Process based assignments, report submissions
	1.Cite the sources using MLA 7 citation 2. Add in-text citation at the end of the paragraph or sentence where you have used an idea of some expert/research 3. Add bibliography at the end of the report. 4. Use only images clicked by the student themselves. 5. Take consent from	1.Acknowledge each member of the group work where necessary. E.g. Using the experimental results of a member, research done by an individual, survey 2.Accept each other's ideas and feedback 3. Cite sources using MLA 7 4. Practise paraphrasing skills, and use peer-	1.Bibliography at the end of presentation, image sources 2.Verbal or written acknowledgement of partners/ participants.	1.Acknowledge original artwork 2.Acknowledge ideas of others 3. Creative presentations in book club, Science fair through models, charts, etc.	1.Cite source when past papers are used as a part of school assessment 2. A session with students by the Coordinator before final IB exams 3. Sign the consent form for authenticity of work by students 4.Application of academic honesty in all subjects by subject teachers. .

	participants during a research in the form of consent form. 6. Fill the academic honesty form. 7. Ensure proper documentation and recording of the process by the student.	coaching strategies to empower students to work collaborativ ely when documentin g sources.		

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

Credits: "Academic Integrity." ibo.org., 2019

Academic Honesty in Diploma Programme

The adolescence years are crucial to self-development, especially in the information age. DP students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In this context, academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment. The relationship between teacher, student achievement and the learning process is a critical part of the DP, so it is natural to develop academic honesty in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research.

Framework for identifying academic honesty in various diploma disciplines

Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
Examples	Extended essay/TOK essay	Community project/ Summative Assessments	Book Reviews/ Book Club/ Science Fair/ Literary events/ Class based presentation/Student led classes/ Video/audio recordings as part of e portfolio task requirements	1.In Visual art, Design in terms of products, Product design specification	Assessments in school and final IB exam/Homework/ Process based assignments, report submissions
	1.Cite the sources using MLA 7 citation 2. Add in-text citation at the end of the paragraph or sentence where you have used an idea of some expert/research	1.Acknowledge each member of the group work where necessary. E.g. Using the experimental results of a member, research done by	1.Bibliography at the end of presentation, image sources 2.Verbal or written acknowledgement of partners/ participants.	1.Acknowledge original artwork 2.Acknowledge ideas of others 3. Creative presentations in book club, Science fair through models, charts, etc.	1.Cite source when past papers are used as a part of school assessment 2. A session with students by the Coordinator before final IB exams 3. Sign the consent form for authenticity of work by students 4.Application of academic honesty in all subjects by subject teachers.

	3. Add bibliography at the end of the report. 4. Use only images clicked by you. 5. Take consent from participants during a research in the form of consent form. 6. Fill the academic honesty form. 7. Ensure proper documentation and recording of the process by the student.	an individual, survey 2.Accept each other's ideas and feedback 3. Cite sources using MLA 7 4. Practise paraphrasing skills, and use peer-coaching strategies to empower students to work collaboratively when documenting sources.			

- Students are required to look up for the resources which are available freely and legally online. E.g Use of Creative Commons

- For images, they will cite the source on the same page / presentation.

- In the case of books or any information obtained online, students will cite sources at the end of the presentation in the form of 'Bibliography' to give the reader the opportunity to follow up references.

Credits: "Academic Integrity." ibo.org., 2019

Breach of Academic Honesty-

Breach of Academic Honesty-PYP & MYP

EGS holds integrity and honesty as one of its highest ideals in academic affairs. It is incumbent upon both faculty and students to protect and maintain a high degree of academic honesty in the school.

Malpractice incidents will be discussed with the student and then reported to parents and administration. Age-appropriate consequences will be administered within school's discipline protocol, based on frequency and recurrence of the violation.

Upon each instance of a suspected violation of the school's standards of Academic Honesty, the following procedure will be followed:

- The teacher who assigned the work will notify the PYP/MYP Coordinator with supporting documentation (along with Annexure C) but an open allegation to the student will not be made and any suspicion of misconduct will be confidential.
- The Programme Coordinator will determine whether misconduct has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide explanation and proof of authenticity.
- If the investigation determines that academic misconduct did not take place, no record is kept.
- If the investigation determines that academic misconduct did take place, the following measures are taken.

Actions:
1st offense
In addition to the procedure outlined, the following will take place:
1. The teacher will notify parents of the incident.

2. The student will receive a NA for the assignment.
3. The student will redo the assignment receiving a reduced grade (at least by one band)

2nd offense
In addition to the procedure outlined, the following will take place:
1. A conference including parents, teacher, student, PYP/MYP Coordinator will take place to discuss the academic misconduct and how to avoid it in the future.
2. The student will receive a NA for the assignment.
3. The PYP/MYP Coordinator will make a written record which will remain on the student's permanent file for a duration of two years.

Breach of Academic Honesty-DP

Diploma Programme Internal Assessments

EGS provides students with a clear internal assessment deadlines calendar, including dates for first draft submissions which are checked by teachers. It is hoped that adherence to this calendar will help prevent any unintentional breaches of academic honesty and/or give time for students to rectify any errors made. If a teacher suspects malpractice in any IB Diploma Programme Internal Assessment tasks the following protocol will apply:

- The teacher will notify the Diploma Programme Coordinator with supporting documentation (along with Annexture C) but an open allegation to the student will not be made and any suspicion of misconduct will be confidential.
- The Programme Coordinator will determine whether misconduct has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide explanation and proof of authenticity.
- If the investigation determines that academic misconduct did not take place, no record is kept.
- If evidence of misconduct is confirmed, the student and their parents will be notified in writing by the Diploma Programme Coordinator and informed of the consequences.
- The report will be sent to the HOS.
- The student will be required to revise and resubmit the work in time to meet EGS internal assessment deadline date. Failure to do so will result in NA being recorded on the appropriate mark sheet.
- Copies of all records of investigation, correspondence and the assessment task will be kept on the student's school record.

Diploma Programme External Assessment Tasks

EGS provides students with a clear internal assessment deadlines calendar, including dates for first draft submissions which are checked by teachers. It is hoped that

adherence to this calendar will help prevent any unintentional breaches of academic honesty and/or give time for students to rectify any errors made. If a teacher suspects malpractice in any IB Diploma Programme External Assessment tasks the following protocol will apply:

- If any part or whole of the student's work is suspected of not being authentic, the work will not be submitted to the IB.
- The teacher will notify the Diploma Programme Coordinator with supporting documentation (along with Annexture C) but an open allegation to the student will not be made and any suspicion of misconduct will be confidential.
- The Programme Coordinator will determine whether misconduct has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide explanation and proof of authenticity.
- If the investigation determines that academic misconduct did not take place, no record is kept.
- If evidence of misconduct is confirmed, the student and their parents/guardians will be notified in writing by the Diploma Programme Coordinator and informed of the consequences.
- If misconduct is identified prior to the EGS submission deadline, the student work will be required to revise and resubmit work in time to meet the due date. Failure to do so will result in NA being recorded.
- If misconduct is detected once the assessment has been formally submitted by the deadline and confirmed following investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student's eligibility for the Diploma under IB rules.
- If teachers detect misconduct after work has been formally submitted and accepted for assessment to the IB, the IB must be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if misconduct is subsequently established.

Link to Other School Policies:

Academic Honesty Policy and Assessment Policy:

Academic Honesty Policy is linked to assessment policy as it mentions different forms of academic misconduct related to internal and external assessments. Students always sign their assessment papers where it is mentioned that all work submitted for the assessments are truly authentic and original piece of work. All teachers follow academic integrity in all internal and external assessments submitted to IB for moderation by following strictly the IB academic honesty guidelines.

Academic Honesty Policy and Admission Policy:

At the time of admission, all students and parents are briefed about academic integrity and consequences of academic misconduct. Students taking admission at EGS are expected not to indulge in any form of academically dishonest practices like copying, cheating, or using other's work without acknowledging the same.

References and Bibliography:

- "Academic Honesty In The IB Educational Context." ibo.org. N.p., 2014. Web. 17 Jan. 2020 <https://resources.ibo.org/data/g_0_malpr_sup_1408_2a_e.pdf>.

- "Academic Integrity." ibo.org., 2019. Web. 17 Jan. 2020 . <https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en>.

- "Effective Citing And Referencing." ibo.org., 2014. Web. 17 Jan. 2020. <https://resources.ibo.org/data/g_0_malpr_sup_1408_2b_e.pdf>.

- General Regulations: Diploma Programme." ibo.org., 2016. Web. 17 Jan. 2020. <https://resources.ibo.org/data/d_0_dpyyy_reg_1609_2_e.pdf>.

- "General Regulations: Middle Years Programme." ibo.org., 2016. Web. 17 Jan. 2020<https://resources.ibo.org/data/m_0_mypxx_reg_1404_4g_e.pdf>.

- "General Regulations: Primary Years Programme." ibo.org, 2014. Web. 16 Jan. 2020<https://resources.ibo.org/data/p_0_pypxx_reg_1404_3g_e.pdf>.

- "Program Standards And Practices." ibo.org. N.p., 2014. Web. 15 Jan. 2020. <https://resources.ibo.org/data/g_0_iboxx_amo_1401_2s_e.pdf>.

- "Rules For IB World Schools: Primary Years Programme." ibo.org., 2018. Web. 16 Jan. 2020 <https://resources.ibo.org/data/p_0_pypxx_reg_1404_4r_e.pdf>.

- "Rules For IB World Schools: Middle Years Programme." ibo.org., 2018. Web. 15 Jan. 2020. <https://resources.ibo.org/data/m_0_mypxx_reg_1808_1_e.pdf>.

- "Rules For IB World Schools: Diploma Programme." ibo.org., 2018. Web. 20 August.2022. <https://ibo.org/contentassets/4217cb074d5f4a77947207a4a0993c8f/rules-for-ib-world-schools-dp-en-2018.pdf>

Appendix A: Case Studies of academic honesty in various middle year disciplines ("Academic Honesty In The IB Educational Context" 2014)

Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
	Personal project	Community project	Language and literature presentation	Design	Sciences
Scenario	An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction.	An MYP year 3 student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source into material that she was supposed to have created herself. The teacher works with the group and especially with the student who copied and pasted the	An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-	An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analyzing involves research into a range of	As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the

The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of academic honesty as a form of communication. If the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.	material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.) The teacher provides the student with additional opportunities to practice paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.	based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).	existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and latest ideas often come from existing products and solutions.	teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.

Appendix B: Scenarios for malpractice cases

The following scenarios are intended as examples of malpractice encountered during an examination session. Each scenario is followed by the principle that applies to a case of its kind and the penalty that is normally applied. Depending on the circumstances of a case, at its discretion, the final award committee may apply a lesser penalty than is indicated for any of these or other scenarios.

Plagiarism

Scenario 1. There is clear evidence in the form of source material to support a decision that the candidate has plagiarized text without any attempt to acknowledge the source(s). This includes the use of unacknowledged text in oral examinations and the use of other media, such as graphs, illustrations and data.

Principle If there is clear evidence of plagiarism with no acknowledgment of the source(s), the candidate will be found guilty of malpractice without regard for any alleged lack of intent to plagiarize. A statement from the candidate, teacher or coordinator stating that the copying was the result of an oversight or mistake by the candidate will not be considered as a mitigating factor.

Penalty No grade will be awarded in the subject concerned.

Scenario 2:There is clear evidence in the form of source material that text (or other media) has been plagiarized without correct citation (for example, placing text within quotation marks, or indenting the text). However, the amount of plagiarism is minimal and the bibliography includes the source or at least an attempt to show the correct source.

Principle If the amount of text (or other media) copied is minimal in the judgment of the final award committee and there is an attempt to acknowledge the source(s), the candidate may be found guilty of an academic infringement. However, a substantial amount of copying will result in a finding of malpractice; a decision that would be reinforced if some copied text has no form of acknowledgment.

Penalty If a candidate is found guilty of an academic infringement, zero marks will be awarded for the assessment component concerned. The candidate will still be eligible for a grade in the subject concerned.

Scenario 3: A candidate takes text from the Internet and translates it into another language for use in his/her work without acknowledging the source.

Principle Regardless of whether text has been translated by the candidate, the ideas or work of another person must be acknowledged. This is still plagiarism.

Penalty No grade will be awarded in the subject concerned.

Scenario 4 A candidate copies a work of art without acknowledging the source.

Principle Plagiarism as a breach of regulations includes all media and is not confined to text.

Penalty No grade will be awarded in the subject concerned.

Scenario 4: An alleged case of plagiarism where the examiner, coordinator and/or teacher believe the candidate has plagiarized all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied.
Principle No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been copied. A case of alleged plagiarism will only be brought to the attention of the final award committee when there is evidence ofplagiarism; suspicion of plagiarism is not sufficient.
Penalty No penalty.
Scenario 5 A candidate's work is remarkably like source material, such as text on a web site, and
the source has been paraphrased by the candidate. The source has not been cited by the candidate.
Principle Paraphrasing may be interpreted as plagiarism if the source material is not cited because this still constitutes representing the ideas or work of another person as the candidate's own. However, the degree of similarity with the source, whether the source has been cited and the extent of the paraphrasing, will be considered when deciding whether the candidate is guilty of malpractice.
Penalty If the candidate is found guilty of plagiarism no grade will be awarded in the subject concerned.
Scenario 6 A candidate submits a piece of work with the coversheet signed to the effect that it is his/her authentic work and is the last version of that work. There is unambiguous evidence of plagiarism. The candidate claims in his/her statement that the wrong version was submitted by mistake.
Principle By signing the coversheet the candidate has declared the work to be the last version of the work, therefore it is that work which will be considered and not another version. However, if the school were able to provide compelling evidence to prove it was a genuine mistake by the candidate, the correct work would be accepted and no further action taken.
Penalty If the candidate is found guilty of malpractice, no grade will be awarded in the subject concerned.

Collusion

Scenario 1 A candidate allows another candidate to copy all or part of his/her work. The candidate copies the work then submits that work as his/her own.
Principle A candidate who allows his/her work to be copied constitutes behaviour that results in, or may result in, another candidate gaining an unfair advantage, which constitutes malpractice.
Penalty Both candidates will be found guilty of malpractice and no grade awarded for the subject concerned.

Duplication of work

Scenario 1 A candidate hands in work that is the same or similar for two different assessment components.
Principle Depending on the specific requirements of a subject, a candidate may use the same topic for different assessment components, but that topic must be

researched, written, or otherwise presented using an entirely different approach. Using work that is the same or similar for two different components is not acceptable.

Penalty No grade will be awarded in the subjects concerned.

Misconduct during an examination

Scenario 1 The candidate is found to be in possession of unauthorized material during a written or oral examination (for example, a cell/mobile phone, textbook).

Principle Possession of unauthorized material is sufficient reason to find a candidate guilty of malpractice. Whether or not a candidate did gain, could have gained, or intended to gain, an advantage by using the unauthorized material will not be considered.

Penalty No grade will be awarded in the subject concerned.

Scenario 2 The invigilator suspects that a candidate (or candidates) possessed unauthorized material during a written or oral examination but there is no tangible evidence of this material other than rumor among other candidates.

Principle A candidate will not be found guilty of malpractice based on rumour or hearsay. The invigilator, coordinator or other responsible adult must have seen or subsequently have in their possession the unauthorized material. Alternatively, a guilty decision may be upheld if there are named witnesses among other candidates in the same examination.

Penalty No grade will be awarded in the subject concerned.

Appendix C Academic Honesty - Incident report form

Student: _____   Grade/Subject: _____

Teacher: _____   Date: _____

Incident Report No (involving this student):

Description of incident:

_____

_____

_____

Action taken:

_____

_____

Coordinator's Signature:_____

Further action taken (if appropriate):

_____

_____

_____

Appendix D Citation Guidelines (MLA 7 style) for students and a few definitions

School guidelines while writing

- During the research process, students must 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, students must 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. *The Lost Symbol*. 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. *The Demon-Haunted World: Science as a Candle in the Dark*. 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." *The Economist* 2010: 5–110. Print.2016.

Category 2: Citing non-print electronic sources
2a: Citing a Website (Example 1): News article (Digital edition)

Author	If no author, keep the field blank
Title	**European bank Still stressed out**
Web site (in italics)	*economist.com*
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." *economist.com*. 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)	*greenpeace.org*
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." *greenpeace.org*. 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)	*currentscience.ac.in*
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. *Relocation of Ophioglossum Gramineum Willd (Ophioglossaceae)*. 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 *Bacillus amyloliquefaciens.*
Volume no. / issue no.	Vol 3/ Issue 2
Web site (in italics)	*ijpbs.net*
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 Bacillus Amyloliquefaciens." International Journal of Pharma and Bio Science, India 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)	porsche.com
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." porsche.com. 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
Title	Flip your thinking on AIDS in Africa
Web site (in italics)	ted.com
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	
Title	Pavlov experiments in conditioning
Web site (in italics)	YouTube
Publisher	YouTube
Year when it was filmed	2010
Medium of publication	Web
Accessed date	10th August,2016

URL	https://www.youtube.com/watch?v=N5rXSjId0q4

In text citation	Bibliography
("Pavlov Experiments in Conditioning",2010	."Pavlov experiments in conditioning." YouTube. YouTube, 2 Nov. 2010. Web. 10 Aug. 2016. <https://www.youtube.com/watch?v=N5rXSjId0q4>.

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)	Attack on Pearl Harbor. 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
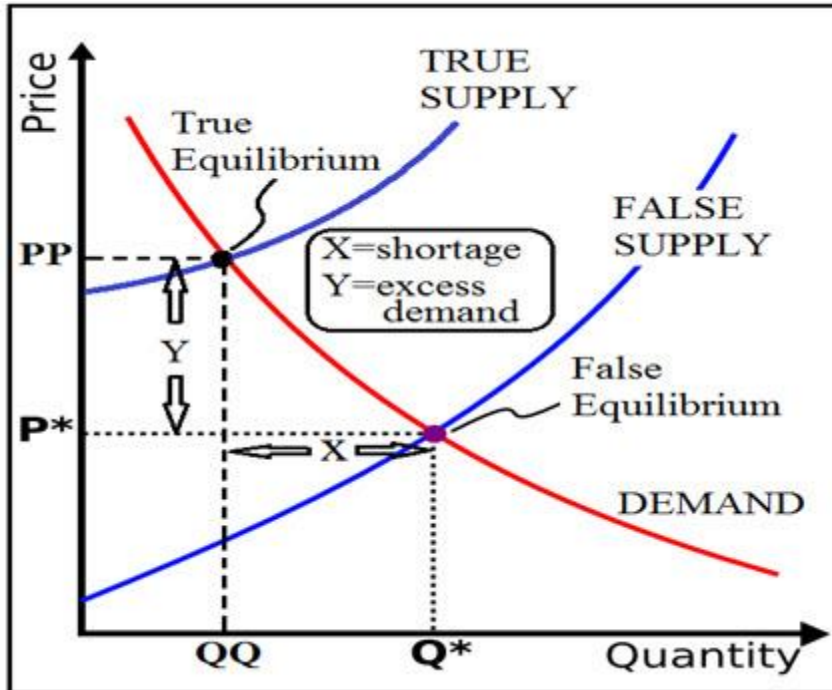
Author/ Speaker	Jim Willie(Go the website where the image is given)
Title	Jim Willie: Extreme gold market: Supply vs demand
Web site (in italics)	Silver Doctors
Publisher	-
Date and Year	29th July,2013
Medium of publication	Web
Accessed date	20, Aug 2016

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." Silver Doctors. 29 July 2013. Web. 20 Aug. 2016. <http://www.silverdoctors.com/gold/gold-news/jim-willie-extreme-gold-market-supply-vs-demand/>

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. 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, 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 E Elements to be included in references. ("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		

									If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes	Yes	Yes						
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 F: Curriculum layered across grades for teaching aspects of academic honesty at EGS

Academic honesty and citation session plan	
MYP 1 : Using MLA 7 to cite weblink and images.	
Task 1	Read /Show Ask students something difficulty find impossible Comments original cont of sources, s The teacher properly cite
	Reflection q
	1. What is th
	2. One thing
	3. One thing
Task 2	Video on Pla
Task 3	
Citation	How to cite
Citation Tool (Cite this for me)	http://www.
Teacher demo	Mentor teac image on scr
Steps to be followed for citation	http://www. Steps: 1. Login thro 2. Second ta 3. Click on w 4. Go to fina 5. Add refere
Students need to cite the following websites as a practice.	Website
1	Search for a revolution
2	http://histor
3	http://www.i

	Image
	http://www.r...
1	Gandhi.jpg
2	Search for m...
MYP 2 Using MLA 7 to cite videos.	
Task 1	Show this vi...
	https://www...
	Ask them to ... and Share st...
Task 2	Why citation... their reflecti...
	https://www...
Task 3	Teaching the...
	http://www.c... Steps: 1. Login thr... 2. Second ta... 3. Click on C... click on onli... 4. Add data 4. Go to the 5. Add refere...
Practice links	
Link 1	https://www...
Link 2	http://natge... the-king-cob...
Link 3	https://ed.te... gaslowitz
MYP 3: Using MLA 7 to cite Scholarly articles.	
Activity details	Activity 1- Ic...

https://drive.google.com/drive/u/0/folders/0B0cP4OjOEyKzOVd2aENRMXpSTEE	On the next complete all (the teacher) authorized b helped you t tasks earliest get a signatu the signature
Cite this for me	http://www.c Steps: 1. Login thro 2. Second ta 3. Click on A click on onli 4. Add data 4. Go to the 5. Add refere
Article 1	http://www.c
Article 2	http://www.c ecological-a
Article 3	http://www.i
MYP 4 and 5 : Using MLA 7 to cite books	
	Distribute de
Task 1	. Have stude Describing V
Source of idea: http://mytpl.org/wp-content/uploads/TFT-LP-8-When-and-Why-to-Cite-Sources1.pdf	1. Could any idea or word from school, 2. How woul credit - what

	3. Why migh[...] them credit? 4.How does [...] you are talki[...] 5. How it mig[...] from the boo[...] 6. How woul[...] Facebook an[...] comment, n[...]
Task 2	Take studen[...]
	Demonstrate[...]
Example	
Book	The Lost Sy[...]
DP1	
Focus	Scenarios from A[...]
20 mins preparation time	Teachers to divi[...] scenarios and wil[...]
30 mins	Role play
DP2	
Focus	What is plagiarism?
Task 1	Students respond to the following scenario[...] board or handed out prior to class): "You a[...] on your final research papers for one of y[...] The night before the papers are due, you g[...] editing session. At 1 a.m., your friend's co[...]

48	entire paper. He has no back-up disk. Your decides to download a paper off an Intern respond to his actions?" After giving stude some students share their responses with definition of plagiarism.
Task 2	As a class, read the article "Lessons in Inter following questions:
	a. How did Ms. Prestebak discover that the his paper off the Internet?
	b. How has the temptation to cheat increa
	c. What happened at the University of Virg
Task 3	Citation task
Blog post	https://wayback.archive-it.org/9650/20200 raw.greenpeace.org/india/en/Blog/Guest-l agriculture-in-india/blog/57130/ ecologica india/blog/57130/
Video	https://www.ted.com/talks/emily_oster_flip
Article	https://www.economist.com/finance-and-e stressed-out

Appendix G: Acknowledgement and Consent form format for IBDP students

Example 1: Acknowledgement by student (to be added to their EE/IA)

I would like to thank (Name of person/company) to take out time from their schedule and help me collect primary data.

Example 2: Acknowledgement by company studied and evidence of research conducted.

This letter certifies that an interview was conducted on _____ by _____(name of student) with _____(interviewee).

I, _____(Interviewee name/Company name) hereby declare that all the data provided is authentic and is allowed to be used for Academic research purpose.

Date :

Signature   of Interviewee: Signature   of interviewer:

Example 3: Consent form for an experiment

Informed consent : Use for Psychology/Biology/Math IA or EE

I, _____(Name of the student) am performing an experiment as part of my internal assessment for _____(subject name) and I would like you to participate in my experiment.

If you agree to take part in this experiment then please know that:

- All the data that I obtained will be kept confidential and anonymous.
- You may withdraw your name from the experiment at any point of time.
- You shall receive information about the results and the nature of the experiment after I have obtained results.

I, _____, understand the nature of this experiment and I agree to participate voluntarily. I give the researcher permission

to use my data as part of the experimental study.

Age: _____   Gender: _____

Signature: _____   Date: _____

Example 4: Candidate Consent

By signing this declaration you understand and consent to

1) the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system and

2) the IB's processing, use, disclosure, and transfer of your personal data, including without limitation any sensitive personal data and/or education records, as described in the IB's privacy policy and the Privacy Supplement, including worldwide cross-border transfers (including storage and access of such data outside of your country of residence).

You also confirm that you are at least 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature...

Print name...

Date...................................

Example 5: Undertaking for IBDP Internal assessment submissions and Exhibition submission (VA/ITGS/CS/Film/DT)

Name of the Student:_____   DP2:_____

Personal code: _____Candidate number: _____

Example 6: Consent

Dear Madam/Sir,

The work shown in soft copy to me by my teachers is my own work and this same work can be submitted to IB as e -coursework by the DP coordinator/ teacher.

Plagiarism rate: _____

Subject:

_____   Component:_____
_____

Signature of the student:

Date:

Signature of the teacher:

Example 7: Student Consent form - Category 1 report

Dear Student,

Please be informed that at school's discretion or upon request of specific candidate the school may request **Category 1 report.** Students are expected to provide their consent (by signing the below mentioned consent form) in case school wishes to request for Category 1 report.

<u>**Student Consent form - Category 1 report.**</u>

I (Student Name_____), who will appear for …………IBDP examination session provide my consent to school for making request to IB for **Category 1 report** in all externally assessed subjects and components in which I will appear for the IBDP examination. I have discussed and understood about the nature of the enquiry with DPC and is aware that the school might use the externally assessed material as exemplar for current and upcoming IBDP students and also as exemplars for internal training of teachers.

Further I (Student name_____) also provide my consent to school for sharing of the above mentioned assessment materials externally for academic purpose only.

Student's sign:_____

Date:_____

Note:

This consent is taken in advance due to unavailability of students after the declaration of results. However, after the results are declared if you wish to withdraw your consent, you are free to do so. You can drop an email to DPC for withdrawing your consent. If not, then the consent for the above Category 1 report request remains true.

In no case will the school share your assessment material with your candidate number or name. The materials will only be used for academic purposes.

Additional Comment/s, if any :