



NES International School Dombivli  
- IB World School



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SCHOOL CODE : **060150**

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# Academic Honesty Policy

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## IB Mission Statement

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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



## School Mission Statement

NES International School Dombivli, provides a holistic educational programme for students to become knowledgeable and caring young leaders, who help to create better and more peaceful world with intercultural perspective. Towards this, NESISD will instill in their students a strong urge for international mindedness to become lifelong learners and peace ambassadors.



## School Philosophy

At NES International School Dombivli we strongly believe in enhancing the teaching-learning experience of our students, by delivering a challenging and high quality programme.

We consider it our responsibility to foster self-discipline, treating others with respect, empathy, concern, open mindedness and moral conviction. We know that activity of learning is an expression of positive energies, fulfilling natural curiosity and enriching life. At the same time, authentic learning is purposeful when it helps students grow morally, spiritually and emotionally as well physically and intellectually within a diverse community.

Quality education is supported by a collaborative effort between home and school. Parents are encouraged to become active participants in all school activities.

Our school is committed in igniting the young minds to develop curious, knowledgeable, reflective and principled global citizens who will work together to create a sustainable and peaceful world.

## ACADEMIC HONESTY POLICY

*(Reviewed on 24th March 2022)*

### Philosophy

The School is in consonance with the letter and spirit of IB Academic Honesty Policy and all its stakeholders are to uphold and believe in these ethical beliefs and practices, the rationale of which is cogently stated below:

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.

Such transparency needs to be taught and supported throughout a child’s education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values underlying them comes first.

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment” - ***Academic Honesty in IB Context.***

Therefore, intellectual property, rights, ideas, words and works of others should be recognised and honoured through correct acknowledgements and citations.

### NESISD Academic Honesty Policy

Academic honesty and integrity are an indispensable part of the International Baccalaureate Organization and core of NES International School Dombivli’s ethos. Promoting and educating academic honesty skills is embedded within the school curriculum. The school believes in promoting academic integrity rather than penalizing academic dishonesty. It is clearly stated in the Procedures Manual that the “Candidates are required to act in a **responsible and ethical manner throughout their participation** in the PYP/MYP and examinations.” The purpose of this policy is to clearly state the

expectations that the faculty has from the students and roles and responsibilities of the teachers, to ensure that the learners present authentic work by maintaining their integrity.

## The Learner Profile

The NESISD Academic Honesty Policy reflected in IB Learner Profile. NESISD learners strive to be:

<b>Inquirers</b>	We are equipped to develop research skills right from primary school. We also learn to differentiate between primary and secondary sources and process the data.
<b>Knowledgeable</b>	We have a common understanding of the academic honesty policy and we are made aware of different styles of citations and the reasoning behind the school preferring the MLA as a uniform style.
<b>Thinkers</b>	We are encouraged to be creative and critical thinkers and present our work in an ethical manner by citing resources.
<b>Communicators</b>	We present our views and opinions confidently and creatively through different modes of communication and languages. We respect the perspectives of other individuals and groups and work collaboratively.
<b>Principled</b>	We imbibe the Academic Honesty Policy by citing all resources used and take the responsibility of our own actions and their consequences.
<b>Open-Minded</b>	We critically appreciate and value resources and evaluate a range of view- points and experiences
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. We value and acknowledge the efforts of authors and creators.
<b>Risk takers</b>	We are ready to proceed from known to unknown and approach uncertainty with courage and confidence. We are also ready to explore new ideas and innovative strategies.
<b>Balanced</b>	We are motivated to work with integrity and honesty to create, balance and appreciate the work of others thus promoting international mindedness. We also respect multicultural viewpoints with empathy and understanding.
<b>Reflective</b>	We are required to make conscious and sincere efforts to assess, reflect ourselves and our peers with regards to our work and thus better our performance.

## ***Discipline and Academic Honesty Policy***

The Academic Honesty Policy is a part of the Discipline Policy and has been written in detail.

### **Academic Dishonesty / Malpractice**

#### **Definitions and Description given by IB**

##### ***Malpractice:***

In the IB publication, Academic honesty: guidance for schools. “Malpractice is defined as behaviour that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components”. Malpractice includes:

***Plagiarism:*** The representation of the ideas or work of another person as the candidate’s own that is not limited to text; it also applies to works from the Arts (including music, film, dance theatre arts) Math, Science, Computer Science etc.

##### **Types of plagiarism:**

###### ***a) Plagiarism: not using quotation marks***

When you use someone else’s words, always put them in quotation marks and cite the source. If you include a quote, use the exact words of the author.

###### ***b) Plagiarism: Not citing the source of information***

- All information / ideas that are not part of general knowledge that one obtains from someone else must be cited. Use footnotes or endnotes to acknowledge the source.
- If the source of the idea emerged in an idea expressed by the fellow student or while listening to a fellow student / teacher / person you need to specify in the footnotes.

###### ***c) Plagiarism: Paraphrasing that is too similar to original source***

“Paraphrasing is the rendition of another person’s words presented in a new style and integrated grammatically into the writing...” because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source.

- Try not to use the sequence and the arrangement of the words of the original
- Do not keep the original in front of you while writing or else you will unconsciously be doing what you want to avoid – Plagiarism
- Try to present authentic work, try to understand and synthesize the material and then write in your own inimitable style.

***Collusion:*** This is defined as supporting malpractice by another candidate, as in allowing one’s own work to be copied or submitted for assessment by another.



- Both parties will be considered guilty and will have to bear similar consequences.
- If two works are exactly the same, with the same introduction it will be construed as collusion and not as collaboration.
- There are occasions when collaboration with other candidates is permitted or actively encouraged; however, unless instructed by the teacher, the work must be produced independently, despite the fact that it may be based on similar data.

**Duplication of work:** The presentation of the same work for different assessment components and / or IB requirements. The definition of malpractice also includes “any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate”.

**Institutional Malpractice:** Breaches of regulations are not confined to candidates. Inappropriate actions on the part of the school which compromise the integrity of the IB assessments and examinations are construed as institutional malpractice. Some examples of such actions are:

- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the IB Programme
- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- leaking of questions prior to the official start of an examination
- leaving candidates unsupervised during an examination.

## Promoting Academic Honesty and Preventing Malpractices

### Discipline Committee

The discipline committee is annually appointed by the Head of School (HOS). The committee will execute the school discipline policy and make recommendations to the HOS.

Academic Honesty Policy is a part of all School discipline policy. As per the School discipline policy the discipline committee will relay its recommendations and decisions regarding disciplinary issues to the HOS who may as per the policy exercise discretion if need be. The Head of School’s decision is the final binding point of appeal for any disciplinary matters.

### Responsibility of Discipline Committee

The Discipline Committee will strive to establish a school culture that actively encourages academic honesty and a school policy that promotes ethical academic practice. The

#### Discipline Committee:

- confirms that all students, teachers and students' parents are acquainted with and support this policy.
- ensures that all IB assignments and examinations, whether assessed internally or externally, are conducted with absolute integrity, strictly according to the guidelines provided in the IB Regulations.
- supports the IB fully in the prevention, detection and investigation of academic dishonesty and malpractice.
- ensures that all students:
  - understand what constitutes academic honesty, an authentic piece of work and intellectual property.
  - receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources.
  - understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination).
  - Are aware of the consequences of being found guilty of malpractice.

#### Measures taken by the school to ensure the authenticity of work

- In all internal assessment and written assignments personal files are maintained to record the plagiarism and collusion
- The school realizes that academic honesty is a determining factor for the functioning of the school and at the primary and middle school level efforts will be made to nip academic dishonesty.
- All the students will take the zero-plagiarism pledge in the beginning of the new academic session.
- Students' work submitted for assessment will be screened using online web-based services which exposes plagiarized material and enables teachers to ensure that student submissions are truly authentic.
- School has adopted the MLA format as the official bibliographic format.

Teachers and students at all levels of the school will receive regular training in the use of this format.

#### Academic Dishonesty and Malpractice: Consequences

Students who join NES International School Dombivli will have to strictly follow the school Academic Honesty Policy and therefore be expected to follow it religiously. Failure to do so

will face severe consequences.

**1(a) First- time and minor offences in class work and homework assignments:**

- The concerned subject teacher will provide the erring student with the necessary feedback, pointing out why the work is unacceptable.
- The student will re-submit the work, incorporating the feedback provided by the teacher.
- The homeroom teacher will be informed and the transgression will be recorded.

**1(b) Repetition of minor offences in class work and homework assignments:**

- The subject teacher will report the matter to the homeroom teacher and the coordinator, who will counsel the student appropriately.
- The student will re-submit the required work.
- The student will submit a signed declaration letter of his (her) intent to adhere to the principles of academic honesty in future. This will be placed in the student's personal file. The student and his (her) parents will be warned in writing that further offences may lead to disciplinary action. This warning will also be placed in the student's personal file.

**2. Malpractice in work submitted for internal (school) assessments:**

- Assignments, reports, projects, research papers with a high degree of plagiarized material and / or evidence of collusion will not be graded.
- Subject teachers will inform the homeroom teacher, who will record the Transgression after counseling the student. Coordinator will also be informed.
- The student will be given one opportunity to re-submit the work with the required modification, within a specified deadline with one verbal warning.
- If the students fail to do so, their work will not be graded.
- A letter will be sent to the parent of the student from the Coordinator by explaining why the assessment has not been graded. Same will be informed to the Head of School.
- For the Extended Essay and Theory of Knowledge, the students will have to sign the Academic Honesty Agreement.

**3. Misconduct during an internal written examination of the school**

- The concerned invigilator will deal with the issue (confiscate illicit material; warn

examinees who are talking or distracting others) quietly and with minimum distraction to other candidates.

- The invigilator will submit a written report of the incident to the coordinator immediately after the examination.
- The coordinator will convene a meeting with the invigilator, the subject teacher and the homeroom teacher of the student to examine evidence and decide upon the seriousness of the transgression and submit the report to the Head of School and other concerned authorities.
- The Head of School will be consulted to confirm the nature of the transgression and the severity of the sanction to be administered.
- The student and parents will be informed of the decision.
- The matter will be recorded in the student's personal file.

## Responsibilities of School Community

### Responsibility of Coordinators

The Head of School and his/her nominee should ensure that:

- the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- all candidates agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- candidates and invigilators are provided with relevant information about examination regulations.
- clear expectations are set for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- all candidates discuss the benefits of submitting assignments that are correctly referenced.
- all teachers devote time to teach and practice these skills – making them “second nature”.
- teachers to be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- teachers design assignments that do not lend themselves to academic misconduct.

### Responsibility of Teachers

The Head of School and his/her nominee and the teachers should ensure that all candidates:

- understand what constitutes academic honesty and an authentic piece of work
- are aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process.
- are aware of the consequences of Academic Dishonesty
- understand what constitutes malpractices particularly plagiarism and collusion.
- know how to use the words and ideas of others appropriately to support their own oral and written communication: “using the words and ideas of another person to support one’s arguments while following accepted practices is an integral part of any intellectual endeavor and integrating these words and ideas with one’s own in accepted ways is an important academic skill.”
- are vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice. This includes requiring students to submit work to the plagiarism prevention websites.
- are provided with convention for acknowledging all sources.

It is the responsibility of the teacher to confirm that, to the best of his/her knowledge, all candidates' work, submitted for assessment, is authentic.

### Responsibility of Students

Students are expected to:

- not indulge in any kind of academic collusion, plagiarism, duplication of work and all other forms of dishonesty.
- inform the staff when any other student has committed any of the above-mentioned academic dishonesty.
- present authentic work.
- present work that acknowledges the sources.
- bear the consequences if they submit any work that is not their own, regardless of whether the plagiarism was unintentional or deliberate.
- be responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.

### Responsibility of Librarian

Librarians must:

- provide guidance on ethics and what constitutes malpractice.
- educate the school community on skills and methods used for citation.
- provide detailed information and support for research for PYP Exhibition/ CP / MYP and subject specific internal assessments.
- conduct a citation workshop for newly inducted teachers and students.

So, a basic framework of adopting the MLA system of citation in the information literacy programme is as mentioned below:

<p><b>PYP (Grade 1-5)</b></p>	<p>Students will be encouraged to create source lists and recognize the presence/absence of an author/title. They also list in their source list if any peer's idea is being used by them. They will be asked to acknowledge if the parents' help has been obtained for completion of a task.</p>
<p><b>MYP (Grade 6-8)</b></p>	<p>Students of Year 1, 2 and 3 will have more advanced source lists, recognizing and listing the author, publisher, year for all sources in the alphabetical bibliography. In text, citation will also be included.</p>

For further information on activities/strategies, refer to **Academic honesty in the IB educational context**.

### Academic Integrity in Online Learning

Here are some methods that recommend to maintain academic integrity in online classes:

- Inform and educate:** Remind your students of the importance of academic integrity. Put in a strategic place on the platform that you use a content area with the integrity policies and the styles of citation. Establish new rules together for the now remote class. Explain what you expect from them and what they should expect from you. Apply a brief quiz of academic integrity concepts and advise them on the subject.
- Prevent and protect:** Remind and clarify to the students on the learning objectives of the course. Involve them in the design and deployment of the learning activities. Use clear rubrics and apply formative assessments. Ask them to cite and reference their information sources. Use challenging and meaningful assessment instruments. Build large banks of random questions with a time limit. Allow them to use “open notes” clarifying that this does not mean that someone can answer for them. Set up exercises with text similarity tools. Update your exams every semester.
- Practice and support.** Check all the assignments; you could identify with strange words, topics not seen in class, different wording than previous works, etc. Apply oral assessments. Use tools to check text similarity. Stay available for your students,



establish consulting hours. Be a model of integrity; cite your sources and images, evaluate on time properly, be punctual and prepared for your class. Don't forget to report academic dishonesty to the appropriate authorities.

By doing all this, the chances that students commit academic integrity breaches could reduce and strengthen the path for the education of honest students and future decent and respectable citizens.

## **Bibliography**

- Academic Honesty: Guidance for Schools, (2003, 2011), Published by the International Baccalaureate Organization, Switzerland.
- Academic Honesty Policies of IB Schools worldwide
- Academic Honesty in the IB Educational Context 2016
- RBKIA Academic Honesty Policy
- JPIS Academic Honesty Policy
- Effective Citing and Referencing-2015
- Academic Honesty in Diploma Programme Arts (2015), Published by the International Baccalaureate Organization, Switzerland.
- International Baccalaureate Organization - Handbook of Procedures 2016
- IB General Regulations: Diploma Programme
- IB Programme standards and practices
- How to promote academic integrity in remote learning - an instructional blog by International Center for Academic Integrity (ICAI)
- NESISM Academic Honesty

## APPENDIX - I

*(Extracts taken from the IB Academic Honesty document July 2009 for reference)*

### 1 - The Prevention of Malpractice

1.2 The school policy may draw upon the attributes of the IB learner profile, which express the values inherent to the IB continuum of international education. The profile is a clear and concise statement of the aims and values of the IB, and an embodiment of what the IB means by “international-mindedness”. Attention may be drawn, for example, to IB learners striving to be “principled”, which means that candidates act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

1.3 A school policy on academic honesty should at least include:

- the IB definitions of plagiarism, collusion and the duplication of work
- appropriate reference to the IB learner profile
- advice on and/or examples of what constitutes academic dishonesty,
- intellectual property, plagiarism, the duplication of work and authentic authorship
- examples of conventions for citing and acknowledging original authorship
- guidance on the distinction between legitimate collaboration and unacceptable collusion
- information on what action will be taken by the IB if a candidate is suspected of
- malpractice and subsequently found guilty
- an extract from the provisions of the Regulations relating to malpractice.

1.4 It is important that the policy is not confined to or does not emphasize the penalties that will be applied to candidates who neglect to acknowledge their sources. The policy must be a means of promoting good practice: a practical reference that is used and perceived in a positive way. The emphasis should be on prevention, not detection and penalties.

4.6 The policy may refer to the existence of internet sites that can be used to detect plagiarized text. In fact, candidates must be warned that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service. An additional deterrent is the vigilance of examiners who are adept at identifying text and material that is not the authentic work of a candidate.

**1.5** In addition to subject teachers and the school librarian, the support of candidates' legal guardians can be enlisted to promote good academic practice and consistent standards. In fact, for schools where the candidature reflects a variety of cultural backgrounds it is important to inform legal guardians about the standards the school is trying to uphold. Legal guardians, understanding and cooperation is an important factor in encouraging academic honesty and should not be overlooked.

## 2 - Offences and their Penalty

2.2 Penalties are imposed on a candidate found guilty of malpractice in order to:

- ensure that the candidate does not gain an unfair advantage
- maintain the integrity of the examination session by excluding those candidates who have abused the system
- deter other candidates from taking the same action.

2.3 The committee will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. However, the committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.

2.4 When judging a case of alleged malpractice, the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. For example, if a retake candidate is guilty of malpractice in one subject the grade for that subject obtained in a previous session will be carried over to the current session and any higher grades in other retake subjects will be counted in the current session.

2.5 Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether "academic infringement" is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.

2.6 If the final award committee decides that an academic infringement has been established, no mark will be awarded for the component or part(s) of the component.

The candidate will still be eligible for a grade in the subject. No further penalty will be imposed and the case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be notified.

2.7 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.)

2.8 If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established (subject to the provisions of section 11.7). In other words, the candidate cannot register for the examination session that takes place six months after the session in which they were found guilty of malpractice, regardless of which subject the candidate wishes to retake.

2.9 If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

2.10 If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.

2.12 Although a case may not warrant a penalty against one or more candidates, on occasion a letter may be sent to the head of school on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

## APPENDIX - II: Effective Citing and Referencing (Extract from IB Document)

### Why cite

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

### What to cite

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.

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

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!

### When to cite

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, "As Gandhi put it ..." or "According to ...". We can show a direct quotation by saying "Quote ... Unquote" or by signalling with "rabbit's ears" or "air quotes". In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people's work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

**APPENDIX - III: Documentation Checklist**  
(Extract from “Effective citing and referencing”)

Documentation checklist	
<p>When you have used an author’s exact words, have you put “quotation marks” around the quotation <b>and</b> named (cited) the original writer?</p> <p>(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)</p>	
<p>When you put someone else’s thoughts and ideas in your own words, have you still named (cited) the original author(s)?</p>	
<p>When you use someone else’s words or work, is it clear where such use starts—and where it finishes?</p>	
<p>Have you included full references for all borrowed images, tables, graphs, maps, and so on?</p>	
<p>Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?</p>	
<p>Internet material: Have you included both the date on which the material was posted <b>and</b> the date of your last visit to the web page or site?</p>	
<p>Internet material: Have you included the URL or the DOI?</p>	
<p>For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?</p> <p>Is the citation a direct link to the first word(s) of the reference?</p>	
<p>For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?</p> <p>Do(es) the first word(s) of the reference link directly to the citation as used?</p>	
<p>Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?</p>	

## APPENDIX - IV MLA 8 Citation Exemplar

### For a chapter in a book

1. Last name, first name of the author.
2. Title of chapter in quotes.
3. Title of the book, in italics.
4. Publisher,
5. The year the book was published,
6. Page numbers of the chapter.

Smith Linda. "Virtual Reality." *New Technologies for Schools*. Google Press, 2017, pp. 34-35.

### For an article in a print encyclopedia or reference book

1. Last name, first name of the author.
2. Title of the article or chapter in quotes.
3. Title of the encyclopedia or book, in italics,
4. Volume number,
5. Publisher,
6. The year the book was published,
7. Page numbers of the article.

Fisher, Joseph. "Shark." *The World Book Encyclopedia*, vol. 4, Astor Press, 2016, pp.34-35.

### For an article from an online database

1. Author of the article last name, first name.
2. Title of the article in quotes.
3. Name of the resource site, in italics.
4. The date the article was published (day month year),
5. Title of database,
6. URL of the article page.

Winters, Paul. "Abraham Lincoln." *Kid Stuff*. 4 January 2017, EBSCO, <http://kidsdb.com/abe>.

### For a webpage or article on a webpage

1. Author of the article.
2. Title on the page or of the section of the page you used in quotes.
3. Title of the webpage, in italics, found in the address bar.
4. Name of the publisher of the page,
5. The date the page was published or last updated (day month year),
6. URL of the web page.

Jones, Alice. "New toys." *Consumer Reports*. Hearst Inc., 10 March 2015,  
<http://consumerreports/newtoys>.

### For an online Creative Commons-licensed image

1. Creator's last name, first name.
2. Description or title of image, in quotations.
3. Name of website, in italics.
4. Date the image was published (day month year),
5. URL of image.

Schrock, Kathy. "Butterfly." *Flickr*. 4 January 2011,  
<http://flickr.com/kathyschrock/345.htm>

## APPENDIX -V Intellectual Property Rights Exemplar

Intellectual property rights (IPR) refer to the legal rights granted to individuals or entities for the protection of their creations or inventions. These rights are designed to encourage innovation and creativity by providing creators with exclusive rights over their intellectual property (IP). Intellectual property can include inventions, literary and artistic works, symbols, names, images, and designs used in commerce.

The four main types of IPR include:

1. **Patents:** Patents protect inventions and provide exclusive rights to the inventor for a limited period of time. They grant the inventor the right to prevent others from making, using, selling, or importing their invention without permission.
2. **Trademarks:** Trademarks are distinctive signs, symbols, logos, or words that identify and distinguish products or services. They provide protection against unauthorized use or infringement and help consumers identify and associate goods or services with a particular source or brand.
3. **Copyrights:** Copyright grants individuals or entities the exclusive legal authority to control the reproduction, sharing, distribution, printing, public display, performance, publication of original content or materials they have created and creation of derivative works based on the original work. Additionally, copyright enables you to grant or restrict others from exercising these rights, offering further protection against theft or plagiarism of your original works.

Some examples of works that can be copyrighted include:

- Architectural works
- Sound recordings
- Audiovisual works — including motion pictures
- Artworks
- Dramatic works — including any accompanying music
- Musical works — including any accompanying words
- Literary works
- Choreographic works

Copyright provides the following exclusive rights:

1. Reproduction of your work
2. Distribution or sale of your work
3. Public display or performance of your work
4. Creation of derivative works based on the original work

A copyright typically comprises the following four elements, which we will delve into later in this article:

1. Copyright symbol (©) or the word "copyright"
2. Year of publication of the material
3. Name of the copyright owner
4. Description of the rights retained by the copyright
  - Variations of typefaces or lettering
  - Ingredient lists

Trade secrets: Trade secrets refer to confidential and valuable information that provides a competitive advantage to a business. This can include manufacturing processes, formulas, customer lists, and marketing strategies. Unlike other forms of intellectual property, trade secrets are protected as long as they remain secret and provide a competitive edge.

Bibliography:

1. Komnenic, Masha. "Copyright Examples." *Termly*, Termly, n.d., 3 February 2023, [termly.io/resources/articles/copyright-examples/#copyright-examples-types](https://termly.io/resources/articles/copyright-examples/#copyright-examples-types).
2. "Intellectual Property Rights: Definition and Examples." St. Francis School of Law, [stfrancislaw.com](https://stfrancislaw.com), 15 April 2021, <https://stfrancislaw.com/blog/intellectual-property-rights/>.



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## ACADEMIC HONESTY AGREEMENT

I..... will in no way indulge in plagiarism, collusion or any other malpractice. If I do, for any reason whatsoever, I will be ready to face the consequences.

Signature of the candidate

Signature of the Parent



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## PLEDGE

As a student at NES International School Dombivli, I pledge my total commitment to the principles of Academic Integrity as described in the school's Academic Honesty Policy and will encourage others to abide by the policy as well. I pledge never to give or receive unauthorized aid in the completion of my academic work. I will never present someone else's work as my own and will always acknowledge the sources of my information, using acceptable citation procedures.

NESISD

**APPENDIX - VI: MYP projects academic honesty form**

**MYP projects academic honesty form**

**MYP Community project/MYP Personal project**  
(Delete as appropriate)

Student name																
Student number																
School name																
School number																
Supervisor name																

**Student:** This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

**Supervisor:** You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student:  Supervisor:
Meeting 2			Student:  Supervisor:

**MYP projects academic honesty form**

Meeting 3		Student:  Supervisor:
<b>Supervisor comment</b>		
<b>Student declaration</b>		
I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).		
<b>Supervisor declaration</b>		
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.		
<b>Student's signature</b>	<b>Date</b>	
<b>Supervisor's signature</b>	<b>Date</b>	