



## ACADEMIC INTEGRITY POLICY

“Honesty is the first chapter  
in the book of wisdom

*Thomas Jefferson*

A SCHOOL IN A SPECIFIC CONTEXT

## 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 organisation works with schools, governments and international organisations 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.

## IB LEARNER PROFILE

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** 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.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We

are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## STILL I RISE INTERNATIONAL SCHOOL MISSION STATEMENT

We raise passionate, caring and brave leaders to shape a peaceful tomorrow through the best quality education.

At Still I Rise International School Nairobi we change the world one child at a time.

## PHILOSOPHY OF ACADEMIC INTEGRITY

To understand the importance of academic integrity in the modern world, we must first understand how school learning itself, particularly in the context of IB, has evolved. Learning is increasingly interdisciplinary, with students encouraged to inquire across a range of topics and media, often through their own self-driven research. Technology has rendered a proliferation of information available to our fingertips, but not necessarily any accompanying guarantee of the veracity of that information. If they manage to distill something useful from this mass of ‘content’, the student is then supposed to critically engage with what they find: deconstructing, arguing, synthesising.

The resulting reality is that a child in the third decade of the third millennium must be equipped with a remarkable set of skills. They must martial a deluge of information and opinion, cut through the dross, seek fact and valuable discourse, and understand how their own creation can interact with preexisting material. And all this rich learning and thinking cannot happen in the dark. Students must also be able to make their process visible, to communicate openly their sources of information and inspiration. For this, they need their school’s help.

As detailed in the Learner Profile, IB learners strive to be open-minded, balanced and reflective thinkers, inquirers and communicators. This is at the heart of the philosophy behind this Academic Integrity Policy. In a nurturing environment, students learn the responsibility that comes with education and production, and the

consequences of a breach of rules. It is the role of all school stakeholders to uphold this practice.

Such integrity puts our students in good stead as they continue their academic journey and step into their careers and adult lives. Academic honesty has always helped the students themselves as much as anyone else, because good conduct provides a stable foundation to active learning based in reality. And with the proliferation of technology, the concept of intellectual property is now paramount to the education of any young person. Furthermore, all academic institutions which they enter will have their own strict philosophy and policies of academic honesty. As the student gets older and takes on increasingly public intellectual tasks, the stakes also rise - infringement on these rules can ultimately lead to exclusion, fines and even prosecution.

### **IB STANDARDS AND PRACTICES FOR THE ACADEMIC INTEGRITY POLICY**

The IB's *Programme Standards and Practices (2014)* states that all its World Schools must adhere to the following:

#### **Standard C3: Teaching and Learning**

*Practice C3.2: Teaching and learning engages students as inquirers and thinkers. Encourages development of critical thinking and ethical research practices, which form the foundation of academic honesty.*

*Practice C3.4: Teaching and learning promotes the understanding and practice of academic honesty.*

*Expectations for schools:*

Integrate academic honesty into subject instruction.

Promote student awareness of plagiarism, collusion, and malpractice.

Ensure students know how to cite sources and use information ethically.

#### **Standard C4: Assessment**

*Practice C4.1: Assessment at the school aligns with the requirements of the programme(s).*

*Practice C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme.*

### **STATEMENT OF PURPOSE OF POLICY**

With the above standards and practices in mind, this policy outlines good practice and conduct. The responsibilities of each key stakeholder group are indicated, as well as the structure and guidance available at the school. Only then does the document turn to the transgressions and the consequences at our school. Examples are given to illustrate the points and to provide clarity. The policy finishes with our strategy regarding how we keep it up to date.

Navigating the waters of plagiarism, duplication, collusion and other forms of misconduct is no easy venture. Our students arrive at *Still I Rise* with little experience of schooling, let alone such notions of academic transparency. This policy therefore intends to be helpful, rather than threatening, as does the school's general approach to the subject. It is only through a supportive learning environment that students will come through with the attitude and skills that they will need for their futures. The Academic Integrity Policy aims to be as considerate of our students and their needs as the rest of their school life should be. This is why the policy focuses on instilling good practice and preventative measures before detailing transgressions.

## STUDENT RESPONSIBILITIES

The ultimate responsibility of the student is to understand and adhere to all obligations regarding academic integrity, avoiding all forms of academic misconduct. This includes the following best practice:

- To actively listen to and read all instructions regarding assessment and academic integrity rules.
- To ask for clarification and help if there is ever confusion regarding how they can keep good academic conduct.
- To ensure that all work they submit is authentic.
- To comply with deadlines so that there is sufficient time to review this work and validate its authenticity.
- To uphold the values of *Still I Rise International Schools* and principles of IB regarding all matters concerning external assessment.
- To adhere to the citation and referencing conventions of *Still I Rise International Schools*.
- To report to a member of the teaching or leadership team any known violation of academic integrity.

## TEACHER RESPONSIBILITIES

- To be role models for good academic practice.

- To effectively communicate to students, with examples as necessary, the relevant content of this policy, including what constitutes good conduct and the forms of academic misconduct and their consequences.
- To provide the associated resources and guidelines necessary for good conduct, including citation and referencing conventions.
- To teach the Approaches to Learning relevant to academic integrity.
- To take every opportunity to instill the Learner Profile attributes in the culture of the school and each cohort of students - most notably the value of 'Principled'.
- In a well-prepared manner, provide students with adequate opportunities to learn and adequate time and resources to prove that learning. Whilst it is the duty of each student to ensure they do not fall foul of the rules, a good teacher will help to remove any temptation to commit academic dishonesty by equipping those students with the skill and confidence required to complete tasks honestly.

## **SCHOOL LEADERSHIP RESPONSIBILITIES**

- To effectively communicate to teachers, with examples as necessary, the relevant content of this policy, including what constitutes good conduct and the forms of academic misconduct and their consequences. This is carried out through both initial and ongoing training, as well as judicious application of the content as and when required.
- To assist and lead the teachers as necessary as they communicate this content to the student body.
- To keep the policy and its associated resources up to date and in line with IB expectations.
- To assist and lead the teachers as necessary as they teach the Approaches to Learning relevant to academic integrity.
- To take every opportunity to instil the Learner Profile attributes in the culture of the school and each cohort of students - most notably the value of 'Principled'.
- To communicate to teachers and students the actions IB will take if a candidate is found guilty of academic misconduct.
- To oversee the day-to-day good conduct regarding academic integrity and, where appropriate, to decide upon action concerning individuals who commit minor breaches of the rules, and keep a record of the violation and the consequence.
- To report all appropriate matters to IB representatives and ensure that their judgement concerning each individual case is upheld in full at the school.

- To communicate to families the importance of academic integrity and the consequences of its violation.
- To establish a calendar of externally assessed / sampled assessments and examinations.
- To ensure that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- To immediately notify the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- To support the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.

## **CAREGIVER RESPONSIBILITIES**

When a student is enrolled, the caregiver is familiarised with an Education Pact which they then sign. Their responsibilities are outlined in this Pact:

- Model the values of integrity, honesty and respect for the work of others.
- Emphasise to the student the value of original thought and respect for the intellectual property rights of others
- Encourage students to independently complete all academic assignments and assessments to the best of their abilities.
- Encourage students to communicate honestly with teachers regarding any challenges or concerns they encounter in their academic pursuits. The School supports open dialogue and problem-solving approaches to address academic difficulties.
- Attend any familiarisation events regarding the School's academic policies and guidelines regarding plagiarism, cheating, and other forms of academic misconduct. Reinforce with the students the importance of adhering to these policies at all times.
- If aware of any potential violations of academic integrity by our child or other students, promptly report such incidents to the School leadership.

## **IB RESPONSIBILITIES**

- To use random sampling of candidate work and verify its veracity using a combination of resources and techniques, including plagiarism detection software.

- Where appropriate, to investigate cases of suspected violation of academic integrity, in liaison with the leadership team of *Still I Rise International School*, and to issue a consequence in accordance with the result of that investigation.

## **GUIDANCE AND SUPPORT - BASED AROUND APPROACHES TO LEARNING**

Academic integrity is more than just not doing the wrong thing; it's about a positive, industrious, honest mindset and developing the skill set to do the right thing the right way.

We use Approaches to Learning (ATL) skills to engender those good habits:

- Research
- Communication
- Thinking
- Critical Thinking
- Self-management
- Social

Here are some of the proactive ways we engender academic integrity, so that cases of misconduct are as rare as possible.

### **Research**

Through theory and practice, students learn to locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media so that they may identify solutions and make informed decisions.

They learn what makes a source reliable so that they select the most appropriate resources for each task.

The concept of intellectual property rights is consciously taught.

Students are taught how to create references and citations, use footnotes/endnotes and construct a bibliography according to the recognized conventions of MLA. These conventions are consistent across the disciplines.

The library and staff who support it reinforce age-appropriate guidance on examples of good referencing practice counterbalanced with examples of poor referencing.



Age-appropriate scenarios are given to the students.

## **Communication**

We ensure students understand that there are a variety of media. These media can be used to find ideas and knowledge for inquiry within and across disciplines.

We teach accurate and precise paraphrasing skills, and the importance of still citing those sources. We also teach direct quote taking and how to cite this. We teach the difference between direct quotes and paraphrasing.

We teach the importance of keeping effective summary notes, organised with the key details of the source.

## **Thinking**

Students are encouraged through higher grades, praise and school awards for their creativity: their capacity to apply existing knowledge to generate new ideas, products, processes and solutions. It is not enough to only find and regurgitate information, but to use others' ideas to add our own contribution.

We coach visible thinking strategies and techniques.

## **Critical Thinking**

We give the space for students to think for themselves by analysing critically, looking for flaws in an argument and seeking to offer alternative solutions. One approach is to teach about logical fallacies.

We teach the students logical reasoning and persuasive writing so that they can gather and organise relevant information to formulate an argument.

These arguments can be contrary or opposing. Students learn that we do not have to agree with the consensus view. They have their own minds and can disagree, so long as they provide rationale behind their different idea or viewpoint.

## **Self-Management**

We demonstrate to students how to keep an organised and logical system of information files/notebooks, and we monitor that they continue this practice.

Throughout the MYP journey, we slowly bring the students to find increasingly complex information and they learn that even this, with appropriate strategies, can be effectively martialled.

Students are taught the value of ownership over their own work and the importance of honesty in that process. As part of this, students are taught how to use plagiarism detection software and avoid accidental mistakes.

## **Social**

We teach students to take responsibility for their own actions.

In classes, as part of preparation for exams, we provide age-appropriate guidance on expected examples of good exam practice counterbalanced with examples of unacceptable practice.

## Use of Artificial Intelligence Tools

At Still I Rise International School, we recognize the increasing role of artificial intelligence (AI) in education. In line with IB expectations, the ethical use of AI tools is encouraged, not prohibited. Students may use AI for idea generation or research purposes, but all AI-generated content (text, images, graphs, etc.) must be properly acknowledged.

Any AI-generated material used in student work must include:

- A clear in-text citation with quotation marks, the prompt used, and the date of generation.
- A full reference in the bibliography indicating the AI tool used.

Failure to acknowledge AI contributions constitutes academic misconduct. Teachers must only authenticate and submit student work they are confident was produced by the student. They are encouraged to discuss work with students and monitor the development process to ensure academic integrity is upheld.

## ACADEMIC MISCONDUCT

The IB organisation 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.

The following are forms and examples of academic misconduct:

Form of misconduct	Definition	Example
Plagiarism	The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.	<i>A student copies and pastes a paragraph from another author. They change some of the words to synonyms but make no attempt to cite the original author.</i>
Collusion	Supporting academic misconduct by another candidate, for example by allowing one's work to be copied or submitted for assessment by another, Unauthorized help or cooperation where a student knowingly allows their work to be copied or submitted by someone else.	<i>Two students discuss together the answers to an exam when they have been expressly instructed that the exam is to be performed individually.</i>
Duplication	Presentation of the same work twice for different assessment components of the MYP.	<i>A student submits a significant section of their essay from one unit within another essay in another unit.</i>
Misconduct in IB exams	Accessing unauthorised material, disrupting the exams, and communicating with others during the exam.	<i>A student, bored after having finished an IB exam early, starts trying to talk to their friend.</i>
Unfair behaviour	Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (a	<i>A student forges the signature of an adult in order to lead the school and IB to believe that they have completed an</i>

	<p>Service as Action record, disclosure of information to and receipt of information from candidates about the content of an examination paper within the period of 24 hours prior to 24 hours after a written examination).</p>	<p><i>activity.</i></p>
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## DETECTING ACADEMIC MISCONDUCT IN MYP & DP

Various techniques are employed by the teaching team to help detect misconduct. These include:

- Students are encouraged to report possible cases of academic misconduct. All whistleblowing is treated in a confidential and discreet manner.
- Teachers search online and in key textbooks for major sources concerning the topic of each assigned task.
- Teachers get to know the writing style of their students, helping them to identify possible cases of misconduct. An early way they may confirm plagiarism, for instance, would be to google a sentence which seems 'strange' and does not carry a citation and see if similar text appears online.
- Collusion may be spotted if two sets of answers are very similar. For example, a section of a mathematics quiz may have identical answers on the sheets of two students. The teacher can separately ask the students a series of questions to help confirm or reject the hypothesis of collusion: starting with outright asking if they had worked together on the task, and if they reply in the negative then the teacher asks questions which ascertain the level of understanding behind their answers. If a student has written answers which they cannot explain the reasoning behind, then misconduct is highly probable.
- Important written tasks where it would have been theoretically possible to use online resources for help, should be put through the plagiarism detection software Turn It In. Teachers are trained on its usage.
- During all exam-condition tasks, especially IB exams, teachers invigilate carefully: arranging seating so that collusion is rendered impossible, patrolling the area, demanding total silence as necessary etc.

## PROCEDURE IN THE CASE OF SUSPECTED ACADEMIC MISCONDUCT IN MYP & DP

If a teacher is led to believe that there may be a case of misconduct, the following procedural stages are put into action:

1. Initially, it is the teacher's responsibility to investigate each case which they are first among staff to detect. They gather evidence - physical evidence is preferred - and, if deemed necessary, speak to relevant parties separately. If their investigation leads them to believe *with complete certainty* that no misconduct occurred, they drop the case and are not required to record it, so as to avoid future prejudice.
2. If the teacher believes that there is physical or anecdotal evidence that misconduct has occurred, they report on the school's software the details of

the case, attaching any evidence. They inform the School Leadership (Head of Teaching and Learning and Deputy Head of Teaching and Learning) who then takes over management of the case.

3. The Leadership discusses the case with the teacher and gathers further evidence as necessary. This may involve meeting with the students concerned.
4. If the misconduct is related directly to e-assessment, then IB must be informed. Leadership consults with the global *Still I Rise* Education team who assist them to notify IB. IB takes over management of the case and the school follows the institution's orders from hereon in.
5. If it is not a case which necessitates the informing of IB, Leadership remains in charge and holds a meeting with each accused student, their family and the teacher. The nature of the transgression is explained, along with the consequence. There is an emphasis on positive behaviour and techniques which can help to ensure the student does not repeat such a transgression. All the details of this meeting are recorded on the school software and signed by the student and family.
6. The consequence for all confirmed cases of academic misconduct for first time offenders is a warning and a request for a resubmission of the task and an accompanying reflection sheet.
7. For a second case of misconduct, the consequence is a grade of 0 for the work concerned, with no possibility of resubmission. The student instead is assigned a similar, but altered, task in order to learn from their mistake. They are given a theoretical, but not recorded, grade for that work. Any further sanctions are decided by Leadership, according to the severity of the case. Further sanctions may include temporarily prohibiting the student from engaging in a club or other extracurricular activities. Examples may include engagement in community service activities.
8. The minimum charge for a student's third confirmed case of academic misconduct in the same academic year is the minimum charge of the first infraction and an indefinite period of suspension, pending permanent expulsion. Any further sanction, including expulsion, is decided by Leadership in consultation with the global *Still I Rise* Education team, according to the severity of the case.

Throughout the procedural stages, students have the inalienable right to have a family member, peer or other teacher present in any discussion of a problem or incident, if they make such a request. This right is made clear to the students when the procedure is communicated to the whole school community on an annual basis.

## STUDENT IB SANCTIONS IN MYP & DP

By registering for an IB education, the student recognizes the authority of the IB to apply sanctions, including withdrawal of services, if the organization believes academic misconduct has occurred.

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB-assessed components. The IB may investigate issues that could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix.

The term 'penalty matrix' refers to the official Academic Integrity Penalty Table used internally by the International Baccalaureate (IB) when reviewing cases of suspected academic misconduct in official DP assessments. This matrix outlines a range of penalties based on the type and severity of the misconduct, whether it was intentional or unintentional, and if it is a repeat offense. It ensures a fair and standardized approach to upholding academic integrity across all IB World Schools. While the full matrix is not publicly disclosed, schools follow IB guidelines to ensure alignment with these standards. When evidence is not conclusive, subject-matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

### **Retaking examinations or resubmitting coursework**

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct.

- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident

### **Additional sanctions**

*In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.*

1. Change in registration category: There is no opportunity for MYP students to change registration category, and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements. For DP



students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP.

DP students—no grade awarded in any subject and no retake session allowed.

## **POLICY REVIEW**

This policy is reviewed and updated annually by the school's leadership team, in liaison with the teaching team. This leadership team comprises the on-site principal and deputy principal, as well as *Still I Rise's* global Education team.

## **REFERENCES**

Academic Integrity, IB, 2019

[https://resources.ibo.org/data/academic-integrity\\_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-en\\_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf](https://resources.ibo.org/data/academic-integrity_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf)

# Research Guide

## Evaluating Websites

The question to be addressed in the evaluation of websites to support your inquiry is, are you confident that it is a credible, authoritative website that can be used with confidence in a school setting? To answer this question teachers, coordinators and the librarian will use the ABCD framework to decide. This is used to evaluate a website:

- A = authority
- B = bias
- C = currency and content
- D = documentation

## Authority

- Who is the author of the source/website?
  - If no author is given, search for another source.
- Is the writer qualified on this topic?
  - Students need to be taught how to determine this.
  - Can not determine the source, use a different website.
  - Is the author reliable? Have they written on this topic before?
  - Are they an authority on this topic?
- Is the website promoted or provided by an organisation, corporation, or political group?
  - Do they have a message they are trying to push on people?
  - What is the viewpoint of the organisation, corporation, or political group?
  - The “About Us” link on websites like this can give you a lot of information about the group.
- Is it a blog, advertisement, or interview?
  - Any of these three usually do not pass the authority test.
- Is the website appropriate for the school?
  - Would your teacher or parents approve?
- What is the website domain?
  - If it ends in .edu, .gov, or .org it is usually more reliable than .com, but not always

## Bias

- Are there any reasons to doubt the information the website provides?
  - Is it one-sided, at times this may be appropriate.
  - Is it factually correct?
- Is the information objective?
  - Again, at times this may be useful, especially if you are looking for different viewpoints.
  - Does it need to be balanced? If it does, this website would not work.
- Is it a parody site?
  - The Onion and sites like this can provide factually wrong information because it is a parody (many students will need an explanation on this)
- Is the website making a political statement?
- Is it a commercial website?
  - Are they asking you to purchase something?
  - Are there many advertisements on the pages?
- What is the purpose of the website?
  - Inform?
  - Entertain?
  - Persuade?
  - Fool you?
  - If the answer is yes to any of these questions, find a new source.

## Currency and Content

- When was the website created and when was it last edited?
  - This information can usually be found at the bottom of the page.
- If it is outdated, is it useful?
- Is the information current and has been updated lately?
- Do the links work on the website?
  - If there are links, do these links work?
- Is the website at the right level of inquiry?
  - Is it too advanced?
- What audience was it created for? Secondary school?
  - If it is hard to paraphrase the information, it may be too advanced for the user.

## Documentation

- Has the author of the website provided links to sources used in creating the site or story?
  - Do the links work?
  - Does the author use any sources?
- Can you verify the information from the sources provided?

- Do the citations allow you to verify information using A, B, and C?
- Is the author a scholar or an authority on the topic?
  - Is there a biography page about the author?

## Creating a Reference Page

All students at Still I Rise are required to have a reference page on any extended writing assessment and it must be run through turnitin.com (once the platform is operational at our school).

## Reason for a Reference Page

1. The reader needs to be able to use the information found in the citation to locate the source to which you are referring. The reader may doubt the information and want to investigate the evidence or they may be interested in finding out more information on the topic.
2. The reader should be able to provisionally evaluate the website just by looking at the citation. For instance, there should be enough information for the reader to do a preliminary A, B, C evaluation (author, bias, and currency). Therefore, bibliographic entries must be detailed, precise, and accurate.

## Reference Page Inclusions

The reference page should only include those resources that are cited in the paper/essay. At times, students may use resources for background information, but that information is not included in the paper/essay. These resources should not be included on the reference page. The rule of thumb is if a student uses an in-text citation in the writing, it goes on the reference page and if there is no in-text citation using that source, it does not go on the reference page.

The standard of the reference page is determined by the type of citations that are used. In the Diploma Programme of SIR, APA is used but in the MYP the standard can be set by the teacher, although APA is strongly suggested.

## General rules for creating a reference page

Who wrote it?

- This can be a person, a group of people, or a non-person. Organisations, corporations, and government offices can be an author as well.
- If it is a real person, write his/her last name first.
- Do not write the first name of the author, use only initials.
- If there is more than one author, use "&", not the word and.
- If the writer is not a person, write out the name as normal, "United Nations," not with the last name of the organisation first.
- If you can not locate the author or organisation of a source, consider using

- another source.
- There are, however, rules for when no author is given.

When was it published?

- For books, magazine articles, and web pages, write the year the source was copyrighted or published.
- For newspaper articles, include the day and month as well as the year.
- If you search the source and no date can be found, the “n.d.” (no date) can be used but it may go against the currency rule. Students should be careful with this.

What is it called?

- Titles of books, magazines, newspapers, and web pages must be italicised
- Titles of articles must not be italicised.

Where can I find it?

- Place of publication should include the name of the city and country.

## Patterns

For a book:

Who	When	What	Where
Last name, Initial.	(Year).	Title: subtitle if there is one.	Place of publication: Publisher

For a magazine article:

Who	When	What	Where
Last Name, Initial.	(Year).	Title of article.	Title of magazine, vol. # (issue #), first-last page

Rewriting in own words (paraphrasing, quoting, citing)

For a newspaper article:

Who	When	What	Where
Last Name, Initial.	(Year, Month, Day).	Title of article.	Title of newspaper, vol. # (issue #), first-last page.

For a website:

Who	When	What	Where
Last Name. Initial.	(Year).	Title of website.	Retrieved from URL.

Although these are simple examples, as a school we encourage our students to use Purdue Online Writing Lab (OWL). The use of this website is a great resource for our students and all questions about citations and writing help ([owl.purdue.edu](http://owl.purdue.edu)).

## Other Rules

- List all names alphabetically.
- If you have more than one entry for the same author, arrange them by publication date.
- Double-space between all entries.
- Do not number your list of entries.
- Never list Google and Yahoo as sources, as these are search engines.
- It is discouraged to use Wikipedia as a source.

## Citing Images and Photos

All illustrations that are included from other sources (images, photos, charts, figures, graphs, etc.) must be cited. Give a full citation for each illustration in a caption, at the spot of the illustration. Do not include citations for illustrations in your reference list. Illustrations should be numbered and include a title or description in the heading.

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