PREMJERS
international school

ACADEMIC INTEGRITY POLICY

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INTERNATIONAL SCHOOL PREMJERS MISSION, VISION, AND CORE VALUES

MISSION STATEMENT

At International School Premjers we are committed to providing a comprehensive and rigorous education that nurtures inquiring, knowledgeable, and compassionate young people.
Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.
Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to make a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values: open-mindedness, collaboration, respect, taking action and appreciation.

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

SCOPE AND RELATED POLICIES

This policy applies to all students and staff in the Middle Years Programme (MYP) and Diploma Programme (DP). It establishes common expectations for academic integrity, prevention, teaching, authentication, investigation and school-level consequences. Where an IB rule or subject guide imposes a more specific requirement, the IB requirement takes precedence for IB assessment.

The policy is intentionally educational and preventative. Students should be taught how knowledge is constructed, how sources are acknowledged, how collaboration differs from collusion, and how to demonstrate that assessed work is genuinely their own.

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PHILOSOPHY

This policy sets out International School Premjers' commitment to promoting a culture of academic integrity, honesty, fairness and responsibility in order to support every student in becoming an independent, ethical and responsible learner. The school aims to ensure that all students understand the importance of academic integrity and demonstrate respect for intellectual property, original work and the contributions of others.

International School Premjers has a responsibility to establish clear expectations for academic honesty and ensure that all students have the knowledge, skills and support necessary to complete their academic work with integrity. The school promotes responsible research, accurate referencing, proper acknowledgement of sources and the appropriate use of digital tools and artificial intelligence.

The purpose of this policy is to explain how International School Premjers promotes academic integrity, prevents academic misconduct and supports students in developing good academic practices. Teachers guide students in understanding the principles of academic honesty, conducting research, citing sources and presenting their own work. Students are expected to submit authentic work, acknowledge the ideas and contributions of others, and avoid plagiarism, cheating, collusion and other forms of academic misconduct. Where concerns arise, the school addresses them fairly and consistently, providing guidance and opportunities for students to understand and learn from their mistakes.

At International School Premjers, we believe that through a shared commitment to academic integrity, we will foster a culture of trust, respect, accountability and ethical decision-making. By working collaboratively, students, teachers and parents contribute to an environment in which learning is valued, achievements are authentic, and students develop the skills and values necessary for lifelong learning and responsible participation in the wider community.

POLICY AIMS

International School Premjers Academic Integrity Policy aims are:

- To promote a culture of academic honesty, integrity, fairness and responsibility among all students and staff.
- To ensure that students understand the principles and importance of academic integrity in all aspects of learning.
- To develop students' understanding of plagiarism, cheating, collusion and other forms of academic misconduct.
- To encourage students to produce authentic, independent work and take responsibility for their own learning.
- To teach students how to conduct research, reference sources correctly and acknowledge the ideas and contributions of others.
- To promote the responsible and ethical use of digital resources, technology and artificial intelligence in academic work.
- To establish clear expectations and guidelines for academic honesty across all subjects and grade levels.
- To ensure that teachers provide guidance and support to help students develop good academic practices.
- To monitor, evaluate and review students' understanding and application of academic integrity principles.
- To ensure that cases of academic misconduct are addressed fairly, consistently and appropriately, with a focus on learning and improvement.
- To promote collaboration among teachers to ensure a consistent approach to academic integrity throughout the school.
- To establish effective partnerships between the school, students and parents in promoting academic honesty and responsible learning.
- To foster a learning environment based on trust, respect, accountability and the recognition of students' genuine achievements.

CORE PRINCIPLES

- Academic work submitted for assessment must be authentic and represent the student's own intellectual contribution.
- Ideas, words, images, data, creative work, translations and other material originating with another person or source must be clearly acknowledged.
- Students are responsible for understanding and following the academic integrity requirements that apply to their work.
- Teachers and supervisors support students without taking over authorship or excessively editing assessed work.
- Academic integrity is taught progressively through the curriculum and through Approaches to Learning (ATL) skills, including information literacy, research, communication, self-management and reflection.
- The school responds to suspected misconduct fairly, consistently and proportionately, while recognising the difference between an accidental citation error and deliberate or substantial malpractice.
- For externally validated IB assessment, the school will follow the applicable IB regulations, subject guides and procedures in addition to this policy.

ACADEMIC INTEGRITY AND THE IB LEARNER PROFILE

Academic integrity is closely connected to the IB Learner Profile. In particular, principled students act with integrity and honesty, demonstrate fairness and justice, and take responsibility for their actions and consequences. Thinkers use critical and creative thinking to make reasoned and ethical decisions, while reflective students learn from mistakes and evaluate their learning process.

The school therefore treats academic integrity as an ongoing learning objective rather than a one-time compliance exercise. Information-literacy and referencing skills are explicitly taught and reinforced across subjects and grade levels.

DEFINITIONS

Academic misconduct or malpractice is behaviour that results in, or may result in, a student or another student gaining an unfair advantage in one or more assessment components, or that disadvantages another student.

Plagiarism is the intentional or unwitting representation of another person's ideas, words or work without proper, clear and explicit acknowledgement. This includes written material, images, music, graphs, maps, computer code and other creative or intellectual work. Unacknowledged translated material is also plagiarism.

Collusion is supporting academic misconduct by another student, for example by allowing one's work to be copied or submitted by another person. While collaboration is legitimate when it is permitted for the task and students work openly towards a common purpose.

Duplication of work is submitting the same or substantially the same work for different assessment components or programme requirements without explicit permission.

Unauthorized assistance includes undue help from family members, friends or tutors, paid or unpaid external services, essay-writing services, or other assistance that materially produces or edits assessed work on behalf of the student.

Fabrication or falsification includes inventing, altering or misrepresenting research data, survey results, records, reflections or other evidence.

Assessment and Examination Misconduct: Examples include unauthorized materials or devices, communicating with another candidate during an examination, disruptive behaviour, impersonation, failure to follow invigilator instructions, stealing examination materials, using an unauthorized calculator, or other conduct prohibited by IB examination regulations.

Misrepresentation of Authorship: A student must not present work substantially produced by another person or by an AI tool as the student's own. A student must be able to explain and defend the thinking, research and decisions represented in assessed work.

RESPONSIBILITIES

School Leadership and Administration

- Maintain and periodically review this policy with teachers and programme coordinators.
- Ensure students, parents and staff receive clear information about academic integrity and updates to the policy.
- Provide staff training on academic integrity, referencing, authentication, AI and relevant IB developments.
- Promote an environment in which authenticity is valued and verified.
- Ensure that consequences are applied fairly and consistently.
- Ensure that DP and MYP assessment procedures are aligned with applicable IB requirements.

Programme Coordinators

- Support teachers in implementing the policy and interpreting programme-specific requirements.
- Coordinate the response to significant or repeated cases of suspected misconduct.
- Maintain appropriate records of cases and outcomes.
- For DP assessment, ensure that school procedures for authentication, submission and suspected misconduct follow the applicable IB requirements.

Teachers and Supervisors

- Model academic integrity in their own professional and academic practice.
- Explicitly teach subject-specific research, citation, referencing and source-evaluation skills.
- Explain permitted and prohibited collaboration for each assessment task.
- Monitor the development of significant projects and assessed work through appropriate checkpoints.

- Check that submitted work is authentic and query significant inconsistencies between a student's normal work and submitted work.
- Use plagiarism or AI-detection tools where appropriate as one source of evidence, not as the sole basis for a finding of misconduct.
- For DP assessed work, provide only the level of guidance permitted by the relevant subject guide and IB requirements.

Students

- Read, understand and comply with this policy and programme-specific requirements.
- Submit only work that they can honestly identify as their own.
- Acknowledge all sources and distinguish their own ideas from those of others.
- Ask teachers for advice when uncertain about citation, collaboration, AI use or assessment requirements.
- Keep appropriate drafts, notes, research records and other evidence of the development of significant assessed work.
- Take responsibility for the consequences of academic misconduct.

Parents / Legal Guardians

- Support students with planning, scheduling and communication with the school.
- Encourage students to seek help from teachers when they experience difficulty.
- Support ethical study habits and understand the school's academic integrity expectations.
- Provide encouragement and appropriate support without completing, substantially rewriting or otherwise producing assessed work for the student.

TEACHING AND PREVENTING ACADEMIC MISCONDUCT

Prevention is primarily achieved through good academic practice. Teachers should provide explicit instruction in research, source evaluation, note-taking, paraphrasing, quotation, citation and referencing. Students should receive opportunities to develop their own ideas through inquiry, problem solving, comparison, hypothesis formation, analysis, discussion and creativity.

The school will integrate academic integrity into ATL development rather than treating it as a single annual lesson. Age-appropriate instruction will be provided at the beginning of each academic year and reinforced whenever students begin substantial research or assessed work. Students should be taught that citing a source does not make copied work their own. The purpose of citation is to make intellectual ownership transparent.

REFERENCING AND ACKNOWLEDGEMENT

International School Premjers adopts a simplified Harvard referencing approach for consistency and clarity. All sources used in a student's work must be acknowledged in the body of the text and represented in a corresponding References list.

- The minimum in-text information is the author's surname and year of publication.
- A page number is required for a direct quotation.
- Direct quotations must be clearly distinguished from the student's own wording.
- Paraphrased ideas must also be acknowledged.
- All sources cited in the text must appear in the References list, and sources listed there should be cited in the text.
- The requirement applies to online and print sources and to non-text material such as images, figures, music, maps and other creative work.
- Students must use the referencing conventions required by the specific task or subject where these differ from the school's general Harvard guide.

ETHICAL USE OF ARTIFICIAL INTELLIGENCE AND OTHER DIGITAL TOOLS

The school's policy does not treat AI as inherently prohibited technology. The central question is whether its use supports learning transparently or replaces the student's own intellectual work. AI-generated material must never be presented as the student's original work.

Potentially Acceptable Uses:

1. Brainstorming ideas or possible viewpoints as preliminary support, followed by independent investigation and writing.
2. Checking spelling, grammar or sentence construction where the student has written the original text and the tool does not undertake a wholesale rewrite.
3. Using an AI output as a source of information or an object of analysis when the task permits this and the use is transparently acknowledged.
4. Using AI to summarize a source as a learning aid, provided the student independently verifies the source and produces the assessed work in their own words.

Unacceptable Uses:

- Submitting AI-generated paragraphs, sections or complete assignments as the student's own work.
- Using AI to translate a student's work for submission where this prevents the student from demonstrating the required language proficiency.
- Using AI to produce an assessed research question where the task requires the student's own inquiry and formulation.
- Using AI or another external service to substantially produce, edit or transform assessed work beyond what the task explicitly permits.
- Failing to acknowledge AI-generated material when the task requires or permits its use.

For assessed work, students must follow the specific AI-use instructions given by the teacher, subject guide and IB requirements. Where an AI tool has contributed material that is included in the work, the student must identify and reference that use in accordance with the school's referencing guidance and the requirements of the assessment.
AI-detection results alone do not establish misconduct. Teachers should consider the student's drafts, process evidence, source use, ability to explain the work and other relevant evidence.

AUTHENTICITY OF STUDENT WORK

Authenticity is a central requirement for both MYP and DP assessment. The school must be able to confirm that work submitted for assessment is genuinely the student's work and has been produced under the conditions required by the relevant assessment.

For DP internal assessment and other assessed components, teachers and supervisors must follow the applicable subject guide and avoid excessive intervention. The supplied IB guidance states that teachers should not over-edit student work; comments on drafts should be limited to the form and extent permitted by the subject guide. Excessive guidance can undermine authenticity.

Where a submitted piece of work is unexpectedly stronger or stylistically different from the student's established work, the teacher may:

1. Cross-reference the submitted work against earlier drafts and development evidence.
2. Ask the student for a written explanation of the development and quality of the work.
3. Meet with the student, preferably with another staff member present, to discuss the work and allow the student to explain their ideas, research and decisions.
4. Consult the relevant programme coordinator if the student cannot adequately demonstrate authorship or if concerns remain.
5. Follow the school's academic integrity procedure and, where applicable, the IB procedures for the assessment component.

Only work that the responsible teacher or supervisor has verified as authentic may be authenticated for submission to the IB. School administrators responsible for uploading work must likewise approve only work produced in accordance with the applicable requirements.

MYP ACADEMIC INTEGRITY

In the MYP, academic integrity is developed progressively through ATL skills and subject-specific teaching. Students are expected to demonstrate increasing independence in research, citation, collaboration and reflection.

- Teachers will explicitly teach the difference between collaboration and collusion.
- Teachers will provide age-appropriate guidance on citation, paraphrasing and source evaluation.
- Students will receive opportunities to correct minor skills-based errors through educational feedback where appropriate.
- Repeated or deliberate malpractice will be addressed through the school's consequences framework.

DP ACADEMIC INTEGRITY

The DP requires particular attention to authenticity because student work may contribute to externally validated IB assessment. The DP materials supplied to the school emphasise that academic honesty means making knowledge, understanding and thinking transparent, including how ideas were constructed and which views were followed or rejected.
DP students are expected to acknowledge information in the body of their work and fully list sources in the agreed referencing system. They must understand that IB may investigate alleged misconduct and that, for IB investigations of breaches of the General Regulations: Diploma Programme, the student's intention cannot be relied upon as a defence.

Internal Assessment and Other Assessed Components

- Work must be the true and genuine work of the candidate and free from plagiarized content.
- Work must be produced and supervised in accordance with the relevant subject guide.
- Teachers/supervisors must not provide excessive intervention or rewrite student work.
- The school must retain appropriate evidence of the development and supervision of significant assessed work.
- If authenticity concerns arise before submission, the school will investigate them under this policy and the applicable IB guidance.
- A component must not be submitted to the IB where the school cannot authenticate it in accordance with the applicable requirements.

Examinations

Students must follow all IB and school examination regulations. Misconduct includes unauthorized materials or devices, communication with other candidates, disruptive behaviour, failure to follow invigilator instructions, impersonation, unauthorized calculators and other prohibited conduct.
Students must not disclose or discuss examination content with people outside the immediate school community during the period specified by IB regulations. The supplied DP guidance

specifically identifies the 24-hour period before or after an examination as a breach when communication about examination content occurs outside the school community.

Extended Essay, TOK and Other Externally Assessed Work

Students must demonstrate authentic authorship and follow the specific requirements of the relevant IB guide. Supervision should support the student's independent work without becoming substantive authorship or editing. Where the supplied IB internal-assessment guidance applies, concerns about authenticity must be addressed before submission through the school's procedure and then escalated to the programme coordinator as required.

PROCEDURE FOR SUSPECTED ACADEMIC MISCONDUCT

1. The teacher or invigilator identifies a concern and preserves relevant evidence, such as the submitted work, drafts, sources, examination materials or other records.
2. The student is given an opportunity to explain the work or circumstances. The purpose is to establish the facts, not to assume guilt from a single indicator.
3. For suspected plagiarism or authenticity concerns, the teacher may compare the work with drafts, source material and the student's previous work and may ask the student to explain or defend the work.
4. The teacher consults the MYP or DP Coordinator where the concern is significant, repeated, disputed or connected with IB assessment.
5. The school determines the appropriate educational or disciplinary response under this policy.
6. For DP work already intended for IB submission, the programme coordinator determines whether an IB-specific procedure, reporting requirement or submission restriction applies.
7. Records are maintained confidentially and consistently.

Detection software, including plagiarism or AI-detection software, may support an investigation but should not be treated as conclusive evidence by itself. The school should consider the totality of available evidence.

CONSEQUENCES AND EDUCATIONAL RESPONSES

The school uses a tiered approach intended to distinguish minor, potentially unintentional skills errors from substantial or deliberate malpractice. Responses should be educational where appropriate, while protecting the integrity and fairness of assessment.

Tier 1 — Minor Infractions

Examples include minor citation errors, a small amount of unclear paraphrasing, or accidental duplication in a low-stakes task.

- Discussion with the teacher and formal warning.
- Opportunity to correct or redo the learning task where appropriate, normally without receiving credit for the original work.
- Parent notification where appropriate.
- Instruction or reteaching of the relevant academic skill.

Tier 2 — Major Offenses

Examples include substantial unacknowledged work, clear collusion, submitting an assignment substantially produced by an online source or AI, or cheating in an examination.

- Referral to school administration/programme coordinator.
- Meeting with the student and, where appropriate, parents/legal guardians.
- Zero for the affected school assignment where the school assessment framework permits this.
- Written record of the incident.
- An educational response, such as targeted academic-integrity instruction.
- Further disciplinary action where appropriate.

Repeated or Egregious Misconduct

Repeated or particularly serious misconduct may result in progressive disciplinary action, including suspension or other consequences under school regulations. For DP candidates,

serious cases connected to IB assessment may also have consequences under IB regulations, including consequences affecting the relevant assessment component or, where applicable, the Diploma.

School consequences and IB consequences are distinct. The school will not promise a particular IB outcome and will follow the applicable IB procedures and regulations.

DP SPECIFIC SUBMISSION AND AUTHENTICATION PRINCIPLE

Before work is submitted to the IB, matters concerning authenticity must first be addressed through the school's academic integrity process. The school follows the applicable International Baccalaureate requirements for the submission and authentication of assessed work. If a final piece of work contains plagiarized content, does not meet subject-guide requirements, or required meetings/reflection sessions were not completed, the relevant component may receive an F in the IB internal-assessment mark-entry system or be treated as a non-submission for certain externally assessed components. The school will follow the current applicable IB instructions for the assessment session.

Where an assessment component is an examination or another component that cannot legitimately be repeated, the school will not create an unfair advantage by allowing a replacement performance merely because an irregularity has been identified.

PARENT AND STUDENT COMMUNICATION

Students will receive an age-appropriate version or explanation of this policy at the beginning of each academic year. Parents/legal guardians will receive information about the policy and opportunities to ask questions. Students should be encouraged to seek clarification before submitting work whenever they are uncertain about citation, collaboration, AI use or assessment conditions.

POLICY IMPLEMENTATION

- The policy is reviewed by faculty and staff as part of the school's approval and implementation process.
- Annual or periodic teacher training on academic integrity, AI and the school's referencing system.
- Age-appropriate student induction at the beginning of the academic year.
- Parent information and communication.
- Continuous integration of academic-integrity principles and ATL skills across the curriculum.
- Periodic review of the policy against applicable IB publications, subject guides and assessment regulations.
- Review of anonymised case patterns to identify areas where additional teaching or procedural clarification is needed.

POLICY REVIEW

The Head of School, programme coordinators and Learning Support Coordinator review this policy at least every three years and earlier when significant changes to school provision or IB requirements occur. The review includes contributions from teachers, students and parents. Programme coordinators check applicable IB assessment access requirements annually and communicate changes to relevant staff.

The approved policy is made available to staff, students and parents. Its implementation is reviewed using support plans, student progress, feedback and records of agreed arrangements.

REFERENCES

- International Baccalaureate Organization (2020), Academic integrity for internal assessments.
- International Baccalaureate, Academic Honesty in the Diploma Programme (supplied school resource; undated in the supplied document).
- International School Premjers, MYP Academic Integrity Policy (August 2025).
- International School Premjers, Academic Honesty Policy (Approved November 2021).
- International Baccalaureate Organization (2019), Academic integrity policy, identified in the school's 2025 MYP policy as updated March 2025.
- International Baccalaureate Organization, MYP: From Principles into Practice (2017), as cited in the school's 2025 policy.
- International School Premjers, simplified Harvard referencing guidance included in the 2025 MYP Academic Integrity Policy.

Appendix A

International School Premjers Harvard Referencing and Citation Guide

This guide provides a common, student-friendly Harvard author–date system for MYP and DP work. It supplements the Academic Integrity Policy. Where an IB subject guide, assessment task or teacher gives more specific requirements, those requirements take precedence.

1. Why do we reference?

Referencing shows which ideas, words, evidence, images and other materials come from other people. It allows readers to locate the sources used and makes the development of a student's thinking transparent. Proper acknowledgement is also an essential part of avoiding plagiarism. Harvard referencing uses two connected elements: a short in-text citation and a full entry in the reference list.

2. The two parts of Harvard referencing

1. In-text citation: a short acknowledgement placed in the sentence or immediately after the borrowed idea, quotation or information.
2. Reference list: full details of every source cited in the work, placed at the end of the assignment and arranged alphabetically by author or organisation.

Every source cited in the text must appear in the reference list, and every source in the reference list should be cited in the text.

3. In-text citations

Paraphrasing or referring to an idea: (Author, Year)

Example: Academic integrity is a set of values and skills that supports good practice in learning and assessment (International Baccalaureate, 2023).

If the author's name is part of the sentence: Author (Year)

Example: International Baccalaureate (2023) emphasises the importance of authentic student work.

Direct quotation: (Author, Year, p. X)

Example: “Quoted words appear exactly as they do in the original source” (Smith, 2022, p. 15).

For a quotation covering several pages, use pp. 15–17. If a digital source has no page numbers,

use another identifiable locator where appropriate, or omit the page number if no suitable locator exists.

4. **Paraphrasing and summarising**

Paraphrasing means expressing another person's idea in your own words while retaining the meaning. Changing a few words or rearranging the original sentence is not sufficient. A paraphrase still requires an in-text citation.

Summarising means presenting the main idea or findings of a source more briefly in your own words. A citation is still required.

Students should read the source, understand it, put the source aside, and then explain the idea in their own words. The citation identifies where the idea came from.

5. **Direct quotations**
    - Use quotation marks when copying the exact words of a source.
    - Include the author, year and page number where available.
    - Do not use a quotation merely to replace your own explanation. Introduce, interpret and connect quotations to your argument.
    - For longer quotations, follow the formatting instructions given by the teacher or subject.

6. **Reference list: general rules**

- Start the list on a new page or clearly separated section at the end of the work.
- Arrange entries alphabetically by the surname of the first author or by the organisation name when there is no individual author.
- Use the same author name consistently throughout the work.
- For more than one work by the same author, normally arrange entries chronologically from oldest to newest.
- If the same author has more than one work in the same year, use letters after the year: 2024a, 2024b.
- Check every reference for accuracy. Citation information copied automatically from databases or software may contain errors.
- A reference should contain enough information for a reader to locate the source.

7. School Harvard formats and examples

BOOK — one author

Format: Surname, Initial. (Year) Title. Place: Publisher.

Example: Evans, C. (2007) Greek Myths & Legends. London: Usborne Publishing Ltd.

BOOK — two authors

Format: Surname, Initial. and Surname, Initial. (Year) Title. Place: Publisher.

Example: Lodge, D. and Wood, N. (2000) Modern criticism and theory: a reader. Harlow: Longman.

BOOK — four or more authors

Format: First author surname, Initial. et al. (Year) Title. Place: Publisher.

Example: Akmajian, A. et al. (2014) Linguistics: an introduction to language and communication. 6th edn. Cambridge: MIT Press.

JOURNAL ARTICLE

Format: Surname, Initial. (Year) 'Article title', Journal Title, Volume(Issue), pp. xx–xx.

Example: Julian, P.M. (2011) 'Appraising through someone else's words: The evaluative power of quotations in news reports', Discourse & Society, 22(6), pp. 766–780.

WEBPAGE / WEBSITE

Format: Author/Organisation (Year) Title of webpage. [Online]. Available from: URL [Accessed: Day Month Year].

Example: Brown, B. (2003) Research. [Online]. London: University of London. Available from: http://www.oup.com/elt/global/ [Accessed: 2 January 2021].

If no publication year is available, use n.d. (no date) unless the teacher or task specifies another convention.

IMAGE / FIGURE

Format: Creator, Initial. (Year) Title of image. Available from: URL [Accessed: Day Month Year].

Example: Pinneo, B.J. (2020) Dusty dreams. Available from: URL [Accessed: Day Month Year].

When an image, graph, map or figure is reproduced or adapted, acknowledge the creator/source in the figure caption as well as including the full source in the reference list where required.

AI-GENERATED CONTENT

AI use must follow the Academic Integrity Policy and the instructions for the specific assessment. Where AI-generated material is permitted and included or directly relied upon, identify the AI tool, model where known, date/version where available, and the nature of the use. Example based on the school's existing guide: OpenAI (2024) ChatGPT [Large language

model]. Retrieved 19 October 2024, from https://chat.openai.com/chat.
A citation does not make prohibited AI-generated work acceptable. Referencing AI is not a substitute for demonstrating the student's own authorship.

8. Images, charts, maps, music, video and other non-text sources

Academic acknowledgement applies to more than written words. Students must acknowledge images, graphs, maps, tables, music, video, computer code and other creative or intellectual material that they did not create themselves.

- Identify the creator or organisation where available.
- Give the year where available.
- Provide the title or description.
- Provide the URL or other location information when the source is online.
- Indicate clearly when material has been adapted rather than reproduced exactly.

9. Sources with no individual author

When a source is produced by an organisation, use the organisation as the author. Example: International Baccalaureate (2023) ...
When no author can reasonably be identified, use the title (or an appropriately shortened title) in the in-text citation and begin the reference-list entry with the title.

10. Sources with no publication date

If no publication date can be established, use n.d. in place of the year. Example: (World Health Organization, n.d.). The reference-list entry should also use n.d.

11. Multiple sources in one citation

When several sources support the same statement, include them in one set of brackets and separate them with semicolons.
Example: (Brown, 2020; Evans, 2021; International Baccalaureate, 2023).

12. Common mistakes to avoid

- Copying a sentence and changing only a few words.
- Putting a source in the reference list but failing to cite it in the text.
- Citing a website at the end of an assignment without showing which statement came from it.

- Using quotation marks without giving a source.
- Citing a source that the student has not actually read or checked.
- Using an automatically generated citation without checking its accuracy.
- Forgetting to acknowledge images, graphs, maps, music, code or other non-text material.
- Assuming that material found online is free to use without acknowledgement.
- Assuming that citing AI-generated content makes the use automatically acceptable.

13. Student final-check checklist

- Have I acknowledged every idea, quotation, fact, image or other material that came from someone else?
- Can a reader tell exactly where my borrowed material begins and ends?
- Does every in-text citation have a matching reference-list entry?
- Does every reference-list entry appear in the text?
- Are direct quotations clearly marked and accompanied by page numbers where available?
- Have I paraphrased genuinely in my own words rather than simply changing a few words?
- Have I checked the author, date, title and link/locator for each source?
- Have I acknowledged AI use where it is permitted and required?
- Have I followed any additional referencing instructions given for this particular subject or assessment?

14. Relationship to IB requirements

The school's Harvard system is a consistency framework; it does not replace the academic integrity or assessment requirements of the IB. The supplied IB Diploma Programme guidance emphasises that students must make clear which words, ideas, images and works are not their own and must give credit for copied, adapted and paraphrased material. It also states that sources cited in the text must be represented in the bibliography/reference list and vice versa. Harvard is a family of author–date variants rather than one universally fixed format, so the school should treat this appendix as its own agreed school convention. Public university Harvard guides likewise note that institutional variants can differ.