AICS

Academic
Integrity **P**olicy

Version 3.0

AICS ACADEMIC INTEGRITY POLICY

Contents

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Academic Integrity

Academic integrity takes place when we create personal understanding by synthesizing information from an existing body of knowledge which we acknowledge appropriately using the correct citation methods.

Academic Integrity Policy Philosophy Statement

Our aim is to encourage all members of our community to share their personal learning and understanding in a principled manner. Principled action requires respecting one's own intellectual property as well as that of others. We demonstrate our academic ethos by acknowledging our sources and developing personal understanding from other sources.

Aims

Within the broader range of our educational context, this policy will serve to enable students to show the development of their understanding of how they construct new ideas and evaluate, accept or reject others thus "making knowledge, understanding and thinking transparent"(*Academic Honesty in the IB Educational Context)*

Rationale

The aim of this Academic Integrity Policy is to foster and enhance understanding and awareness of academic integrity throughout our school community. The goal is to enable all stakeholders to be principled, act with integrity and to understand the integral role of academic integrity with regards to learning.

The school seeks to develop an ethos of academic integrity throughout all aspects of its learning environment with a focus on developing collaborative communications and constructivist thinking.

Furthermore, this document aims to clarify guidelines, procedures and expectations that the school community has set. It should be used as a guide and consulted by all members of the community when necessary.

Roles Rights and Responsibilities

The Student's Responsibilities

Primary School students are responsible for:

- learning how to share their understanding and perspectives by participating effectively in groups; work through development of collaboration skills and dialogue;
- learning how to express concerns about unfair collaboration;
- asking if they do not understand;
- applying what they have learned across subjects.

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Community B (groups 4 and 5)

- learning the importance of producing and submitting their own work.

Community C (groups 6 and 7)

- learning the importance of producing and submitting their own work;
- thinking critically about their sources;
- being proactive in their approach to learning how to research and reference;
- learning how to cite their work properly.

Secondary School students are responsible for:
- thinking critically about their sources;
- being proactive in their approach to learning how to research and reference;
- applying what they have learned across subjects;
- looking actively for a large spectrum of sources;
- requesting the help from the librarians;
- asking if they do not understand;
- citing their work properly;
- producing and submitting their own work;
- reporting incidents of potential academic misconduct involving themselves and/or third parties;
- using information technology and social media platforms responsibly.

The Teacher's Responsibilities

All teachers are responsible for:
- helping students develop an understanding of what academic integrity is in line with the vision of the school;
- guiding students through creative processes where applicable;
- documenting the process as part of the Approaches to Learning Skills in their units on Managebac, where applicable;
- highlighting the differences between collaboration and collusion and using assessment methods to promote collaboration such as peer and/or self-assessment (For further information on assessment please refer to the Assessment Policy);
- making active references to the Learner Profile, Principled, Communicators;
- requesting assistance from the school librarians;
- being proactive with regards to understanding the school's referencing system;
- following the procedure set out in this policy and those of the IB and Pearson for the Career-related Programme, as applicable.

Acting as role models which includes:

- taking part in standardization procedures;
- referencing their own work as appropriate (including the acknowledgement of other colleagues);
- respecting fair use policies with regards to copying print and web materials;
- reporting incidents of potential academic misconduct and collecting evidence demonstrating the misconduct.

Primary School teachers are responsible for

- teaching students about copying without asking permission, (plagiarism) acknowledging other student's ideas (intellectual property).

In Community B and C:

- explicitly teaching and reinforcing research and referencing where necessary;
- providing feedback and training on referencing where applicable;
- addressing the difference between reliable and unreliable sources, and as an example of good practice providing some examples of reliable sources where possible.

In Community C:

- explicitly teaching students to understand the school's referencing system (MLA 8).

Secondary School teachers are responsible for:

- guiding students through analytic and creative processes where applicable;
- explicitly teaching and reinforcing research and referencing where necessary (which is also part of the library and research strategies workshops);
- providing feedback on referencing where applicable;
- addressing the difference between reliable and unreliable sources, and as an example of good practice providing some examples of reliable sources where possible;
- explaining the function of Turnitin in Managebac to the students;
- using the Turnitin function on Managebac to check for plagiarism where applicable (for extra information click here).
- being familiar with and using the MLA 8, this document and Noodletools https://my.noodletools.com/logon/signin (to reference their own work);
- highlighting the differences between collaboration and collusion and using assessment methods to promote collaboration such as peer and/or self-assessment. (For further information on assessment please refer to the Assessment Policy.)

Library Staff Responsibilities

The library is the core resource centre of the school.

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Library staff play a key role in providing workshops and trainings for teachers and parents/guardians, but also in helping students develop their research skills, which includes helping to:

- develop an understanding of what academic integrity is in line with the vision of the school (advising on the available tools, such as having a copy of the *Academic Integrity Policy* and other relevant academic integrity documents for teachers/students to access);
- look for resources in the library, in other libraries and online;
- address the difference between reliable and unreliable sources, and as an example of good practice, providing some examples of reliable sources;
- formulate clear research questions.
- explicitly teach referencing and provide feedback on referencing, including being familiar with and using the *MLA Handbook* and Noodletools (https://my.noodletools.com/logon/signin) to reference their own work.

The Library staff should act as role models which includes:
- following the procedure set out in this policy and those of the IB and Pearson for the Careers Programme;
- making active references to the Learner Profile: Principled, Communicators;
- highlighting the differences between collaboration and collusion and using assessment methods to promote collaboration such as peer and/or self-assessment (for further information on assessment please refer to the Assessment Policy);
- partaking in standardization procedures;
- referencing their own work as appropriate (including the acknowledgement of other colleagues)
- respecting fair use policies with regards to copying print and web materials;
- reporting incidents of potential academic misconduct and collecting evidence demonstrating the misconduct.

Responsibility of Student Support Staff:
Support Staff are responsible for:

- providing individual guidance (on request);
- advising on the available tools;
- having access to relevant academic integrity documents to help students;
- helping with research;
- being informed and familiar with the relevant documents;
- pointing students in the right direction;
- consulting with library staff if necessary.

The IB Coordinators' Responsibilities (PYP, MYP, CP, DP)
The IB Coordinators are responsible for:

- ensuring that students and parents/guardians receive the necessary documentation;
- providing individual support to teachers with the implementation of the policy;
- developing vertical articulation of expectation in conjunction with library staff and teachers;

- following up on school, Pearson (for the CP) and IB (for PYP/MYP/DP) procedures as necessary;
- ensuring the development of a vertical plan of expectations including examples (in collaboration with the Approaches to Learning Coordinator);
- ensuring the development and articulation of the relevant ATL skills (research, self -management, social, communication, thinking as appropriate);
- providing workshops and training for students, teachers and parents/guardians in collaboration with library staff;
- the decision making process in allegations of academic misconduct.

The School's Responsibilities

The school is responsible for

- making this document accessible to all stakeholders on the website and hardcopy in
  - staff rooms;
  - coordinator offices;
  - the library
- informing stakeholders of expectations, MLA and the *Academic Integrity Policy;*
- ensuring that training for teachers and parents/guardians to develop a shared understanding of academic integrity takes place;
- providing access to the relevant documentation;
- following up on procedures as necessary ensuring fairness, transparency and consistency;
- ensuring that referencing is part of the taught and written curriculum;
- monitoring the implementation of the *Academic Integrity Policy;*
- ensuring periodic review of the policy following the review cycle and any necessary additional reviews for amendments;
- ensuring that students new to the school and their parents are provided with the A*cademic Integrity Policy* by providing online access;
- ensuring that communications from the school are sourced appropriately (including multimedia sources).

The Parents/Guardian's Responsibilities

We expect all our community members including parents/guardians and other people involved in supporting students outside of school support to act in line with the vision of the IB and the school. With regards to academic integrity this means encouraging principled action and a proactive approach from the students.

Parents/guardians may offer support by:

- supporting and encouraging independence;
- promoting respect for other people's work;
- discussing the sources the students are using with them;
- helping, reviewing and advising but not producing the students' work;
- being informed on how to help the students receive support;
- supporting the school and students' responsibilities;

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- ensuring any documentation presented to the school is genuine (e.g. documents required for individual assessment arrangements (see *Inclusion Policy*);
- helping students with acknowledging sources in the appropriate style if necessary (Secondary, Primary Communities B and C).

Tutors

Parents/guardians and students engaging tutors to help with their work should note that tutors should support and advise the students and not do the work for them.

Education and Support

For Students:

All students will be expected to develop their understanding of academic integrity. There will be several areas of support for this.

Primary School students - Community A to C

- Students will be guided at differentiated levels about respect, responsibility , self-efficacy and fairness when learning to construct new concepts.
- Students will receive explicit instructions with regards to developing the skills related to academic integrity during their classes.
- Students will receive individual support from library staff and teachers.
- Class Teachers will play a role in helping to develop understanding.
- Students will be able to develop ways in which to incorporate aspects of academic integrity in the PYP exhibition , inquiry projects, home-school world assignments and group work .

Secondary school students

MYP 1 to DP2 students will be expected to develop their understanding of academic integrity. There will be several areas of support for this.

1. Students will receive hands-on workshops to help them develop skills in the library workshop sessions. These will be differentiated per year level.
2. MYP and CP Students will receive an introduction to academic integrity during carousel.
3. Students will receive explicit instructions with regards to developing skills related to academic integrity during their subject classes (when writing essays for example).
4. Students will receive individual support on request from library staff and teachers.
5. Mentors and teachers will play a role in helping to develop understanding.
6. The students will play a role in helping their peers become aware of the policy and its contents, possibly as a Service or CAS activity.
7. Students will be able to develop other ways in which to incorporate aspects of academic integrity in CAS/SASA (eg Peer Coaching, being part of the Review Committee).
8. Study support sessions may be used as an opportunity to reinforce/ raise awareness and understanding.

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For Parents/Guardians:
1. Parents/guardians will receive information on where to locate the *Academic Integrity Policy*.
2. Academic integrity will be a theme addressed periodically during the parent evenings especially the first parents evening.

For Teachers:
- Teachers will have access to all the relevant information.
- Teachers will receive training in implementing academic integrity.
- Teachers will receive one-on-one support from the IB Coordinators (with regards to processes).
- Teachers will receive one-on-one support from the librarians (with regards to content).

Students with a Minimum Level of English and Students New to the School
Students with limited English as well as students new to the school will be given the opportunity to develop their understanding of academic integrity as they develop their language skills.

In addition, students new to the school will be given the opportunity to develop their understanding of academic integrity and it will form part of the induction programme (currently under development).

Age Appropriate Guidance
The school has a set of expectations, differentiated according to age that our students are expected to meet for all subjects.

Primary School overview of expectations per community/year level
The focuses per community/year level are highlighted below. Students build on their skills and understanding through time.

Student-Friendly Primary School Academic Integrity Document (currently being developed)

PYP Community A	- Self-Management: Understanding how to participate and share ideas in a small group - Social: Understand the difference between fair and unfair - Communication: learn how to take turns and to join in - Thinking: experience different viewpoints and perspectives - Research skills: taking turns and finding out together through experiential activities
PYP Community B	- Introduction to the concept of intellectual honesty and respect of personal ideas. - Self-Management: Understand how to work effectively in a team - Social: Understand how to represent own ideas - Communication: Learn how to share ideas , listen to others ideas and respond - Thinking: learn to separate own constructed ideas from other people's ideas or knowledge

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	● Research skills: use primary and some secondary sources and the library for simple research. Learn how to formulate Inquiry questions. ● Group 5 - introduction to concepts of plagiarism, validity of sources and MLA 8
PYP Community C	● introduction to concepts of plagiarism, validity of sources and MLA 8 ● introduction of MYP students to assist in developing research skills through the Library ● Self-Management: Understand how to timeline a personal project/PYP Exhibition ● Social: Understand the value of non –competitive collaboration ● Communication: Learn how to represent own ideas and another students as equally valid ● Thinking: Recognise the sources of concepts that enabled construction of personal ideas. ● Research Skills: be able to cite sources, references and create works cited. Understand how to use the Library Dewy system , formulate high quality inquiry questions and online search questions, and filter accurate and inaccurate online data.

Overview of expectations per year level Secondary

Following on from Primary School, the development of the various Approaches to Learning Skills continues. Outlined below are the skills and requirements, specific to research skills. For other Approaches to learning Skills please see the relevant curriculum documentation and the *Assessment Policy.*

Year Level	
MYP1	● Will have a basic understanding of what their own work is as opposed to what they have copied ● Will be expected to create a works cited list. Will be expected to use simple quotations in their written work

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	● In arts they will become aware of influences of other artists on their own work
MYP2	Will continue to develop their understanding of "own work" and will realise that some personal understanding needs to be developed in addition to all the citations. They will begin to ● integrate quotations in their work ● include in-text referencing ● question the validity of their sources Students are introduced to the idea of fair use in an informal fashion.
MYP3	Will continue to develop their understanding of "own work" realizing that personal understanding also develops from looking at sources critically and that combining the use of sources with their own understanding improves the academic quality of their work. Students will be expected to ● Use in-text referencing ● Evaluate their sources ● Think critically about accurate referencing ● Keep track of their sources as part of the process ● For music, art and other subjects where copyright and fair use doctrine apply, students will have an understanding of fair use and copyright issues concerning arts. ● For arts, students become more aware of the importance of and how to cite their references thus understanding the importance of process and evaluations and reflections. They will develop their understanding of the differences between creator and performer.
MYP4	Students will understand that their own work is dependent on that of others. The student produces "own work" showing academic ethos and academic rigour through using a variety of sources, evaluating these and critically applying the understanding. Students will consolidate their understanding of referencing as stated above.

	Students will understand the process of developing their learning through the use of sources and continue to develop their understanding of the differences between creators, performers, source texts, translation and performances.
MYP5	The Personal Project provides the ideal opportunity for students to develop their own work and understand the importance of using a variety of sources, appropriately and independently. The process spanning several months will require organization and self-management and will be a culmination of work started with regards to academic integrity in MYP3. Additional focus will be placed on the evaluation of the sources as well as correct formatting. Students will understand the importance of keeping school work off the Internet and the consequences of plagiarizing work on YouTube, Instagram etc. Students will have refined their understanding of the fine line between inspiration and stealing. Students will have mastered the different rules for the many parts of artwork (lyrics, chords, scripts, materials). Students will know how to credit appropriately in group work (IB requirement).
CP 1, CP2, DP1, DP2	Students will understand and demonstrate their understanding of the concept of academic integrity and the relevance of this to their personal and professional development (although they may struggle to act in a principled manner due to the demands of the programme). They will have a grasp of the importance of intellectual property with regards to their own work as well as that of others. The extent of referencing that is expected of them could be quite intricate and they will be expected to ask for and be provided with specific support. They now have many assignments where their personal integrity and commitment to school ethos will play a role. Students will be expected to be diligent and careful with regards to their sourcing. Through practice in previous years they will understand the importance of focus on the process of their creativity as well as the end result.

Supplement to MLA8

The aim of this section of the *Academic Integrity Policy* is to provide both students and teachers with a reference guide to facilitate referencing and encourage good practice. For referencing purposes, the AICS adheres to the *MLA Handbook*. This section provides supplementary examples of how to apply, and at times adjust, *MLA Handbook* rules so that they function in an IB context in our school.

Sustained effort, training and raising awareness will help to ensure that the *Academic Integrity Policy* in conjunction with the *MLA Handbook* will enable and encourage all members of our community to be principled and act with academic integrity when presenting their work.

General Guidelines

Please bear in mind that any work you hand in is not only a reflection of your ability but also of your approach and attitude. Your academic integrity and principled behavior help to develop a culture of trust between teachers and students. Taking care of how you present work and doing so in a timely manner gives a good impression, showing self-management and reflective skills. Please make sure that you follow the instructions in this guide.

Reports

Reports should be well structured for all subjects. Make sure all headings are clear. Take care with punctuation, grammar and spelling. Make sure that the style of language you are using is appropriate to the task and that you include all the necessary elements (for example a content page).

Essays

Essays should be well structured for all subjects: introduction, body paragraphs and a conclusion. Take care with punctuation, grammar and spelling. Make sure that the style of language you are using is appropriate to the task.

PowerPoint Presentations

When creating PP presentations:

- Ensure that your slides are clear, uncluttered and accurate;
- The information presented adds to what you have to say (do not read from your PPT);
- Information is properly cited (include citations on your slides and works cited section at the end).

Types of Work other than Written Work

You will produce other projects that require the use of sources. Remember that it is important that you share your sources in these situations as well.

Always make sure that you have a list of works consulted and hand this in separately if need be. You may be required to write a rationale as well in which you will need to explain what you are trying to achieve.

If you make a video, you could overlay your sources at the end

You might wish to discuss this with your teacher or a librarian beforehand.

Plagiarism and how to avoid plagiarism

- Don't leave your work to the last minute; think about your planning and research skills. Rushing to finish a task may entice (tempt) you to copy the work of others.
- Take notes or prepare mind maps only including the most important information. Use your own words.
- Combine information from different sources and present it in an original way.
- Reference your sources accurately, keep detailed notes as you go.
- If you copy words, use quotation marks and references.

The thin line between plagiarism, common knowledge and inspiration

As you can see in the image further down, plagiarism is more complex than you might originally think. Questions that you may have asked yourself or discussed might include: Can you be original? Is common knowledge the same for everybody? We are all inspired by other sources, how can you track all that?

The following example addresses and explains some of this:

Look at the text below, which is copied word-for-word from a book called *Russia under Tsarism and Communism* (Corin):

> The use of terror, which played a role in the communist hold on power since 1917, became a central part of the Soviet regime during the 1930s with the launching of the Great Purges against prominent party members. A series of show trials were held which saw former leaders of the regime accused and then in nearly all cases, executed. Yet the purges were to extend beyond those former leaders who had fallen out with Stalin, to include army personnel and middle-ranking officials of the party. Anyone who could be labelled an 'enemy of the people' might find themselves bundled away in the night by the secret police and never seen again.

Now compare it with a rewritten version:

> The use of terror was a key part of the communist power in the 1930s. The Great Purges were launched against important party members. Previous leaders were tried and in nearly all cases killed. The purges also extended to army personnel and middle-ranking officials. Anyone could be labelled an 'enemy of the people' and find themselves taken away by the secret police, never to be seen again.

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In the rewritten version, some words have been left out. Others have been replaced by synonyms, for example, 'former' has been changed to 'previous' and 'prominent' has been replaced by 'important'. However, **the rewritten version is still plagiarism**! It remains too similar to the original text and the sentence structure is largely unchanged.

How can the information from the original text be expressed in a creative way, without plagiarism?

Good example:

> The Great Purges lasted for about four years, from *1934 to 1938*. During this period *millions* of Russians - politicians, people in the armed forces, *artists and scientists* – were arrested and were either sent to the *labour camps* or shot. Most of those accused of various fictional crimes were never seen again. These purges were a way for Stalin to get rid of people he no longer trusted and consequently served as a central tool for the Soviet regime to tighten its hold on power. (Corin)

Notice that the example above uses the information from the original source, but also includes facts from other sources (for the purpose of clarity, these are shown in italics). Information that was not complete or clear in the original text has been added. The sentence structure is also different. Note how the original source is referenced.

#1. CLONE
Submitting another's work, word-for-word, as one's own

#2. CTRL-C
Contains significant portions of text from a single source without alterations

#3. FIND - REPLACE
Changing key words and phrases but retaining the essential content of the source

#4. REMIX
Paraphrases from multiple sources, made to fit together

#5. RECYCLE
Borrows generously from the writer's previous work without citation

#6. HYBRID
Combines perfectly cited sources with copied passages without citation

#7. MASHUP
Mixes copied material from multiple sources

#8. 404 ERROR
Includes citations to non-existent or inaccurate information about sources

#9. AGGREGATOR
Includes proper citation to sources but the paper contains almost no original work

#10. RE-TWEET
Includes proper citation, but relies too closely on the text's original wording and/or structure

Fig 1: Forms of plagiarism (Academic Integrity and Plagiarism: Types of Plagiarism)

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How to avoid collusion:

1. Don't allow other people to copy your work.

2. Make sure that if you are working in a group that everybody contributes; if this is not the case discuss this with your teacher.

3. Make sure that you draw your own conclusions and evaluations and ensure that all the writing is your own. Collaboration includes all members of a group contributing and being accountable for their part of the work. If you need to hand in an individual piece of work resulting from group work, then you cannot hand in the same piece of work as someone else, this is considered collusion.

4. Make sure that you add your name to your work.

How to avoid duplication of work:

1. Make sure you only submit an assignment once for one subject only.

2. Make sure that you reference your own work if you are using something you wrote in the past.

How to avoid misconduct during a test or exam:

1. Make sure you know what the rules are.

2. Make sure that you stick to the rules.

3. Remember it is better to argue later at all times.

How to avoid unethical behavior:

1. Refer to the Ethical Guidelines poster (International Baccalaureate Organisation).

2. Discuss any possible concerns with your teacher.

3. Remember that what is perfectly acceptable for you might not be for somebody else.

How to avoid gaining an unfair advantage and/or allowing others to gain an unfair advantage:

1. Be principled in your actions (this might not always be easy).

2. Discuss possible issues with your teacher/mentor or parents to help in this matter.

3. Do not pass on information regarding a test or exam to students who have yet to take the test or exam.

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Additional Guidelines

The following guidelines have been adapted from *MLA Handbook*, Eighth Edition, 2016 following the appropriate referencing needs of our students in language accessible to them. The examples used here are designed to be clear and often familiar to our students. Sometimes relevant information has been added for the particular target groups. Please refer to the template in Appendix 1 as this can help you practice and track your sources.

Font and Text Formatting

Please make sure that you use a font (letter type) that is easy to read and a normal size.

Examples:
Acceptable: Calibri 11, Times New Roman 11, Arial 10

Not Acceptable: *Blackadder ITC* 8 or *freestyle script* 12 etc.

Please note that dyslexic students find it easier to read sans-serif letter types such as this one (Calibri) or Arial, that do not have serifs, as opposed to Times New Roman and Cambria that do.

Other text formatting information, such as spacing and paragraph formatting, is available here: https://style.mla.org/formatting-papers/#textformatting

Title Pages

Please consider carefully whether your assignment requires a title page. Please bear in mind that a title page is likely to take up a disproportionate amount of the students' time as well as costing additional paper and ink if printed. The preferred MLA format places the title on the first page of the paper. For details on the preferred format, visit: https://style.mla.org/formatting-papers/#headingandtitle
Note: if you are preparing a written piece of work for submission to the IB, then this work needs to have your personal candidate number instead of your name on each page.

Contents Page

If required, a contents page should be included with headings on the left and the page numbers on the right side of the page. It must be on the page following the title page. A content page can be generated automatically using Word/Google docs. once subheadings have been assigned. Click on **Home** and then **References** then **Table of Contents**. (For an example, see this document)

Source Titles

Source titles that appear in the running text of your document should be written according to the same rules for writing titles in the Works Cited list. Please see the section below called "Title of Source" in Works Cited (Bibliography) for details on how to write your source titles. In addition, please make sure that your titles are accurate. The first word is always capitalized. All following words should be capitalized with the exception of prepositions and articles (the, a, an), coordinating conjunctions (and, but, for, nor, or, so, yet) and *to* infinitives (when to is part of a verb).

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Names of Persons

The first time you use a person's name in your work you should use their full name if known, the times after that you can refer to them by their surname. Make sure you spell these correctly and as they are used. For example, you should not change J. K. Rowling to J. Rowling. For names from other languages please consult section 1.1.4 of the MLA Handbook.

In-text Citations

Quotations and references should be used in most written pieces of work to provide support for ideas, analysis and argumentation. Other people's ideas should always be acknowledged and referenced. (For more information on this, see the section on how to avoid plagiarism). Doing so ensures that you show careful consideration of the development of your work, that you have consulted experts in order to form a valid perspective. You must cite everything you have borrowed including facts and paraphrased ideas. At the end of each piece of written work, there should be a Works Cited (bibliography) following the MLA style guide (see the end of this document for an example and/or the section on Works Cited).

If you are citing various works by the same author, include the title in the citation.
If you are including works by different authors with the same surname then then include the initials.
If you do not have an author or the author is an organization your citation must include the title.
You can generate citations automatically using Word once you have created a bibliography. Go to References, Style (click on MLA), Bibliography and Insert citation, which you can then edit to add page number.

Quotations

Direct quotations should be accurate and specific in order to support the points you are making and fit grammatically in your sentence. If you wish to change a word, this may only be to ensure grammatical adjustment. Any additions you make must be in square parenthesis. If the punctuation is in the quotation the quotation marks should be outside it.

Look at the following examples from *The Hunger Games*:

- Using the author's exact words:

…..."my future with Peeta, even his last comment." (Collins, The Hunger Games)

- Integrating a quotation into a sentence in order to highlight a point, in this case how dangerous the Peacekeepers are:

    "This may be enough to keep the real wolves, also known as the Peacekeepers, from my door." (Collins, The Hunger Games)
    The Peacekeepers are also referred to as "real wolves", (Collins, The Hunger Games)

- Adding to or modifying the quotation in order for the sentence to be grammatically correct, add square brackets to changes:

The character is pleased as "[t]his may be enough to keep the real wolves, also known as Peacekeepers, from [her] door." (Collins, The Hunger Games) Here I have used square parenthesis as I have made changes to make sure the sentence is grammatically correct.

- Excluding irrelevant information or leaving out words, add an ellipsis (…):

The character is pleased as "[t]his may be enough to keep the real wolves… from [her] door." (Collins, The Hunger Games) Here I have added an ellipsis as the words I have removed do not add any value to my point.

- Quoting dialogue from a play you indent as you would a longer piece of text. Indicate the person speaking in full in capital letters:

BLANCHE   You have such a strange expression on your face!

STELLA   Oh – (She tries to laugh.) I guess I'm a little tired

- Integrating short quotations from poems in the text, use a forward dash (/) to indicate a new line and an ellipsis to show that the words are not at the end of the line and/ or that you are not starting at the beginning of a line:

The reality is, as the voice expresses "… I do know/ These things were sweet…."

- Integrating longer quotations (longer than 4 lines) should be done in a separate paragraph and indented, this also applies to longer poems or sections of poems.

> Antonio Conte will come face to face with Diego Costa this evening as the Spain forward, who completed his move to Atlético Madrid on Tuesday, is intending to bid farewell to his former Chelsea team-mates and staff in the tunnel at the Wanda Metropolitano ahead of Wednesday night's Champions League tie between the clubs. (Fifield)

Mathematical Symbols

Symbols used on calculators such as * ^ should not be used, the correct symbols should be inserted using Word, Insert symbol.

Numbers

- In essays, numbers one to nine should be written out in full: nine, eight, three.

- Numbers should be used in front of units of measurement: 5 metres, 250 litres.

- For large numbers use a combination of numerals and words: 4,5 million.

- Write out dates in full within your work: 12 January 2018.

- In the works cited list, you may abbreviate the months: 12 Jan, 2018.

For further details see https://style.mla.org/

Illustrations, Diagrams, Charts, Videos and other Visuals

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The aim of having visuals in your work is to make your information clearer; think about the purpose of adding this visual. Be sure that your visuals are relevant, neat, clear, and not distorted. For details on how to insert and identify tables and illustrations, please see: https://style.mla.org/formatting-papers/#tablesandillustrations.

Footnotes and Endnotes

Footnotes and endnotes should be used sparingly and numbered in superscript. Footnotes and endnotes should not be used to replace (in-text) references. They should only be used for the following purposes:

1. To give extra information on the text which may not seem directly relevant[1]
   or
2. to refer to other sources. (These must also be cited)[2]

Page Numbers

Include page numbers if your work is longer than two pages

Headers and Footers

If your written piece has more than 2 pages then you should have a footer including your name and the date the document was made.)For works to be submitted to the IB, follow the appropriate instructions)

Printing

Please think twice before printing. Whenever possible, print double sided.

Works Cited (Bibliography)

Formatting the Works Cited

Details on how to place and format the Works Cited are available at: https://style.mla.org/formatting-papers/#placementworkscited

Ordering the works cited

The sources in the Works Cited should be listed in alphabetical order by author's/editor's last name, or in the event the author is not listed, by the first word in the title of the source.

Claxton, Guy, Bill Lucas. "Educating Ruby: What Our Children Really Need to Learn." Carmarthern, UK: Crown House Publishing, 2015.

Fifield, Dominic. "Chelsea's Antonio Conte set for uneasy tunnel reunion with Diego Costa ." *The Guardian* 27 September 2017. 27 September 2017. <https://www.theguardian.com/football/2017/sep/27/chelsea-antonio-conte-diego-costa-atletico-reunion-tunnel>.

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[1] Footnotes are used very differently, depending on the *Style Guide*
[2] For further information on using footnotes please consult the *Modern Language Association Handbook.*

_____

If you have more than one work by the same author, then the second and subsequent entries start with 3 hyphens

Example:

Collins, Suzanne. *The Hunger Games*. Scholastic, 2009. London.

---. *The Hunger Games: Mockingjay*. Scholastic, 2010. London.

---. *The Hunger Games*: Catching Fire. Scholastic, 2009. London.

One Standard Approach for all Sources

The MLA provides a list of information that should be included in a bibliography in the same order as listed below and followed by the same punctuation. This includes referencing, e-books, computer games, computer programmes and other sources. Irrelevant elements should be left out (Modern Language Association). Please refer to Appendix 1 for a template:

1. Author.
2. Title of Source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Author

The author's last name should come first followed by a comma (,) and the names given. You can list pseudonyms (made up names that authors sometimes use) and usernames in the same way. If you do not have an author then do not include one. The Author field refers to the creator of a work, thus, in addition to writers, the names of artists and composers would also be listed in the Author field when citing images and musical works respectively.

- One author:

    Shakespeare, William.

    Rowling, J.K.

    Munch, Edvard.

    Perry, Katy.

- Two authors: include them in the order they appear in the book:

Claxton, Guy and Bill Lucas.

(Notice how only the first author's name has been reversed.)

- Three or more authors:

Overby, Lynnette Young, et al. (et. al. means "and others" in Latin)

_____

- Online usernames:

@nettyfoley.

- Sometimes you only have an editor, who has compiled a number of essays for example. In this case your need to add editor:

O'Gorman, Francis, editor.

- For television and films you might want to focus on particular people and their contribution to the performance or the screenwriter for example. Take *Wonder Woman* for example:

Gadot, Gal, performer.

Moulton Marston, William, creator.

- Sometimes an author is an organization or institution, this is called a corporate author. Give the full name:

United Nations.

If the publisher is the same as the author then do not include the author, only include the publisher.

Title of Source

- Next comes the title of the source. This should be included in full as it is given and written in italics:

Gadot, Gal, performer. *Wonder Woman.*

- Sometimes the publication has a subtitle, include this as well:

Meyer, Nicholas, director. *Star Trek II: The Wrath of Khan.*

- A title is placed in quotation marks (not in italics) if it is part of a larger work, for example an essay, a story or a poem in a collection, or a song from an album. All are part of a larger whole and are placed in quotation marks:

Dewar, James A. and Peng Hwa Ang. "The Cultural Consequences of Printing and the Internet." *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein,*

Perry, Katy. "Firework." *Teenage Dream*, Capitol Records, 2010.

(For additional information on how to cite different kinds of music, please visit the MLA Style Center: https://style.mla.org/works-cited/citations-by-format/song-recording-or-performance/.)

- How does this apply to television series?
  - o The title of a television series: Italics:

Sherlock

  - o The title of an episode of a television series: quotation marks:

"A Scandal in Belgravia." *Sherlock*,

_____

- Website: Italics:

MTV.com.

- A posting or an article on a website: quotation marks:

 "Khloe Kardashian Is Reportedly Pregnant, because There's No 'Keeping Up' with Baby Fever." *MTV.com,*

- A song or other piece of music on an album: quotation marks:

"Thinking Out Loud."

- For an email use the subject as a title:

"Re: Detention Letter 1."

- Tweet: quote the whole tweet:

"*switches the place cards so I'm sitting next to the mashed potatoes*."

- If your source is untitled, then give a description, using a capital letter for the first word; the example below indicates the grave of one of Edinburgh's famous dogs:

Bobby's headstone.

Optional Element

Following the source, there is a space in MLA citations for optional elements. This means that it is only used if it helps in identifying the source or if it is required for a certain kind of source. When you cite a work of art, for example, you must include the original year when the work was created in the optional element space, as shown here:

Munch, Edvard. *The Scream*. 1893, Nasjonalmuseet, Oslo.

(For additional information on how to cite works of art and other images, please visit the MLA Style Center: https://style.mla.org/works-cited/citations-by-format/image/.)

Containers

The container, as the word suggests, is when your source is part of a larger whole. The title of the container is in italics and followed by a comma. It could be a periodical (newspaper, magazine), a television series that has various episodes, an album that contains several songs, or a website that contains articles to mention a few. To complicate matters you might watch Netflix or read books on *Google Books.* Containers are becoming more and more important and it is important that your reader knows about them.

"A Scandal in Belgravia." *Sherlock, Netflix*

Other contributors

Following the container you might need to add other contributors – that may need recognition in relation to your research these include:

- Adapted by
- Directed by
- Edited by
- Illustrated by
- Introduction by
- Narrated by
- Performed by
- Translated by

For example:

"A Scandal in Belgravia." *Sherlock, Netflix,* Directed by Paul McGuigan,

Version

- If your source states the edition then you need to include this.

For example:

7th edition

- Version of songs:

"Castle on the Hill" (Live)

Number

Journals, magazines and other print works may be numbered in volumes. If this is the case, you should include the volume and the issue number.
Example:

African Affairs, Vol. 116, Issue 464.

Publisher

The publisher is the organization responsible for producing the source. Normally you can find these on the first page. This applies to films and television as well. For websites, you may need to look for the copyright information at the bottom of the page
If your publisher is not involved in producing the work then you do not need to mention them such as YouTube or an archive such as EBSCO – these are considered containers.

Example:

African Affairs, Vol. 116, Issue 464, Oxford University Press,

Publication Date

- You need to include the date as completely as possible. If there is more than one date, then you should choose the date that is most relevant. Sometimes this can be very detailed and at others very general.
  - General:

_____

Collins, Suzanne. *The Hunger Games: Catching Fire*, Scholastic Limited, London, United Kingdom, 2009.

- ▪ The DVD set of a film, you would include the release date of the DVD:

    Behind The Lines, Price, Jonathan, performer. Alliance, 1997.

- ● Specific:
    - ▪ Video on a website – the date the video was posted on the website:

        Thomas Lutton, *Uganda's Life-threatening Boda-boda commute,* BBC.com, 28, Sept. 2017.

    - ▪ Blogpost or comment on a webpage may also include the time:

        Brehony, Ciara*, Swimming in the Deep*, 5 Sept. 2017, 23:57,

        http://stitcheryandmending.blogspot.nl/

Location

The location is where you accessed your information:

- ● Print sources: use page numbers (p. one page, pp. for a range of pages)

    Collins, Suzanne. *The Hunger Games: Catching Fire*, Scholastic, 2009 ,pp. 10-13.

- ● Websites: the URL address (cite a doi if possible instead):

    http://www.bbc.com/capital/story/20170927-ugandas-life-threatening-boda-boda-commute

    Or

    https://doi.org/10.1093/afraf/adx009

- ● Television episodes: the episode:

    "A Scandal in Belgravia." *Sherlock*,

- ● DVD, the disc number:

    Disc 2.

- ● Do not cite page numbers on digital works such as e-books unless you are sure this is consistent across all devices

- ● First-hand experience of an object, a performance give the name of the place or venue and the city (leave out the city if it is in the name of the venue)

    Bobby's headstone. Edinburgh.

- ● When citing websites, include the access date. (the date that you looked at the website)

    n.d. Website. 15 September 2017.
    <https://whittier.libguides.com/c.php?g=346305&p=2334848>.

_____

- You might have received your information in an unusual location. For example a TED talk you didn't see it but you read the transcript:

  > Cranor, Faith. *What's Wrong with Your Password?* N.d. Transcript. October 2017. https://www.ted.com/talks/lorrie_faith_cranor_what_s_wrong_with_your_pa_w 0rd/transcript

- If you attended a lecture or an interview you might give the address and state the address at the end. You might wish to include the original place of publication:

  > Prickarts, B. "Opening of the School year." Amsterdam International Community School, 2017.

AICS ACADEMIC INTEGRITY POLICY

Academic Misconduct

For further guidance with regards to the forms of academic misconduct indicated below please refer to the supplement section of this document.

What constitutes academic misconduct?

Definition of Academic Misconduct (International Baccalaureate Organization):

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

a. **plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment [This includes the purchase of online essays]

b. **collusion**—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

c. **duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

d. **misconduct during an IB examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate) General regulations: Diploma Programme 13

e. **unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

f. **any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate** (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Pearson Defines Academic Misconduct as:

any act, default or practice which
- compromises or attempts to compromise the process of assessment, the integrity of any qualification, or the validity of a result or certificate; and or
- damages the authority, reputation or credibility of any awarding organization or centre or any officer, employee or agent of any awarding organization or centre. (Pearson)

Consequences of Academic Misconduct

We aim to keep our procedures in line with the IB and Pearson guidelines and expectations as well as those of Esprit Scholen. While our core aim is for all members of our community to develop as principled and responsible members, academic misconduct will have consequences. The process is outlined below followed by a flow chart.

AICS ACADEMIC INTEGRITY POLICY

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There are many reasons why students may not complete their assignments and/or tests with academic integrity. These can range from lack of awareness to lack of time or actual intent. While the IB categorically states that academic misconduct can be "deliberate or inadvertent" (International Baccalaureate Organization), our aim and that of the IB is always to enable students to learn. Academic integrity also needs to be practised and learned and this can involve making mistakes. Each case will be looked at on an individual basis taking into account relevant factors including the reason for the academic misconduct as well as prior infractions. However, students must understand the seriousness of academic misconduct.

Students new to the school and/or with limited English:

The student's cultural background, emotional adaptation to the school and an IB educational system will be taken into account and weigh heavily with regards to any further decisions. In these cases, advice will be asked from the mentor and if applicable the English Language Acquisition teacher. In the case of external assessments, no exceptions with regard to language or cultural adaptation will be made.

Procedures for assessments towards the MYP Certificate and/or Course and the Diploma Programme (including subjects and Core elements of the Career-related Programme)

For externally and internally assessed exam components including e-portfolios as well as the official exams and e-assessments the official IB regulations will be followed to the letter. Please refer to the relevant and current version of the *MYP Assessment Procedures*, *Career-related Programme Assessment Procedures*, *Diploma Programme Assessment Procedures* as well as *Academic Integrity.* In addition, the official Esprit Scholen procedure will be followed as indicated in the schools *Programme of Assessments and Examinations* for the relevant year.

Once academic misconduct has been suspected, the student will be informed and provided with evidence (if applicable) by the relevant Head of School, IB Coordinator and Mentor.

1. The IB Coordinator will inform the student of the situation and the procedure within the school.
2. The IB Coordinator will inform the student of the IB process.
3. The Mentor will provide support for the student. (in the event of the teacher also being the mentor, another teacher will take the place of the mentor).
4. The IB Coordinator will inform the parents/guardians.
5. The parents and students will be invited to a meeting with the Head of School, mentor and IB coordinator.
6. The case will be presented to the Exam Committee where a final decision will be made. (please see the respective *Programme of Assessment Procedures* for further procedures).

The school is responsible for administering cases of academic misconduct regarding coursework submission. The IB guidelines will be followed.

Please note that students will always be informed of allegations of academic misconduct prior to the parents/guardians.

AICS ACADEMIC INTEGRITY POLICY

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Procedures for assessments towards vocational components of the Career-related Programme

For the Career-related Programme, the same process and relevant IB criteria apply as above for the Diploma Programme. In addition the Pearson Guidelines apply to the BTEC level 3 Diploma in Business as outlined in _Centre guidance: Dealing with Malpractice and Maladministration in Vocational Qualifications_.

Pearson has the final decision in these cases. It should be noted that students may be barred from taking exams with Pearson again for a number of years. (Pearson)
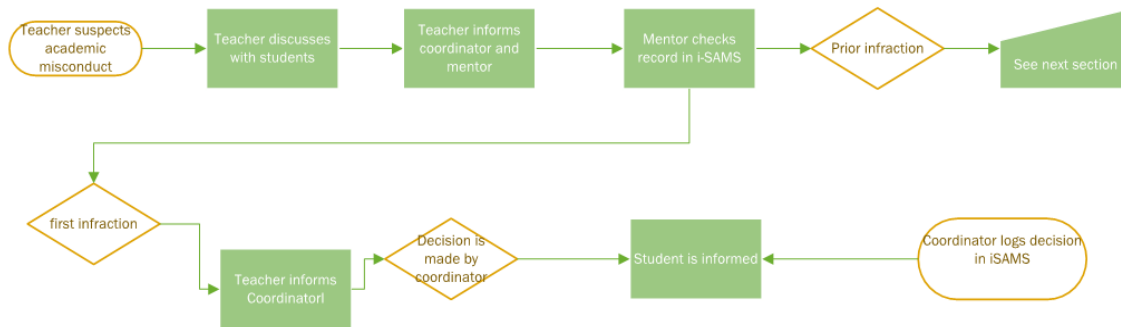
Procedures and consequences for in-school assignments and assessments
First infraction

For all students:
1. The teacher discovers a case of academic misconduct.
2. The teacher discusses this with the student to gain input from the student regarding the misconduct – no decision will be taken at this point.
3. The teacher will inform the mentor of the student and the programme coordinator.
4. The mentor will check the student's record on iSAMS to ensure that this is a first infraction.
5. If there are no records of prior infractions the teacher, coordinator and mentor will discuss the best course of action for this student to improve their understanding of set expectations, which may be a warning, the opportunity to adapt the referencing, attending study support or any other appropriate course of action.
6. The final decision is made by the programme coordinator (note: this does not apply to official exam components).
7. The teacher and coordinator will explain why the action taken by the student was inadmissible and what the consequences are.
8. The teacher will ask the student to explain the situation at home and the mentor records the incident in i-SAMS.
9. The student may be given a detention.

For MYP 1-3 students
- The assignment will be noted as not assessed (n/a) and the student will be required to complete the assignment within a timeframe set by the teacher.
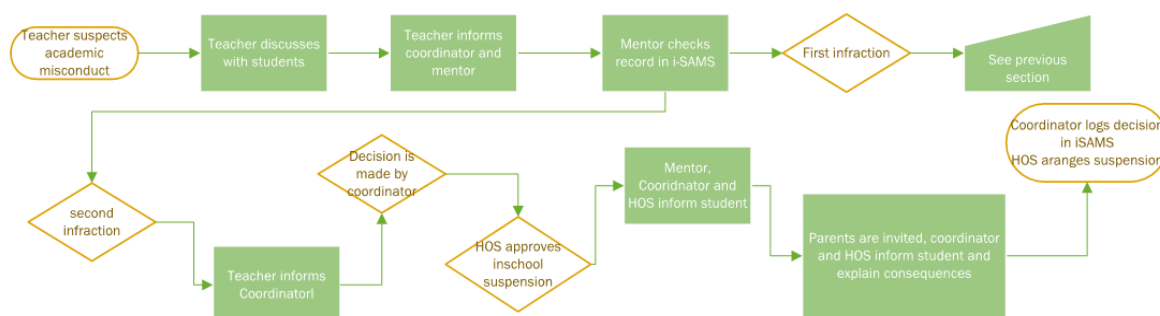
For MYP 4-5 and DP students
- The student will be awarded zero marks for this assignment which will result in a grade 1.
- The student will not be allowed to re-do the assignment for a mark. The teacher may allow the student to redo the assignment for formative feedback. This decision is at the discretion of the teacher.

Second infraction

For all students:

1. The teacher discovers a case of academic misconduct.
2. The teacher discusses this with the student to gain input from the student regarding the misconduct – no decision will be taken at this point.
3. The teacher will inform the programme coordinator and mentor of the student.
4. The mentor will check the student's record on iSAMS to determine that this is a second infraction.
5. The teacher informs the mentor and coordinator.
6. The final decision is made by the coordinator(note: this does not apply to official exam components).
7. Mentor, coordinator and teacher inform the student and explain why the action taken by the student was inadmissible and what the consequences are.
8. The Coordinator will invite the parents/guardians in to discuss the matter and consider a course of action to prevent this situation from occurring again.
9. In consultation with the relevant head of school, the student will receive an in-school suspension; the programme coordinator will record the incident in iSAMS.

For MYP 1-3 Students
- The assignment will be noted as not assessed (n/a) and the student will be required to complete the assignment during a timeframe set by the teacher.
  For MYP 4-5 and DP students
- The student will be awarded zero marks for this assignment which will result in a grade 1.
- The student will not be allowed to re-do the assignment for a mark. The teacher may allow the student to redo the assignment for formative feedback. This decision is at the discretion of the teacher.

Further infractions

In the event of subsequent infractions, the procedure for the second infraction will be followed. In addition a case worker from the Student Support Team will be invited to the meeting with the parents/guardians to discuss further necessary action.

How to Log an Incident of Academic Misconduct in i-SAMS
From your dashboard:

Wizard Bar > Wellbeing Manager> Create a concern

follow the wizard - In the Concern Details box > Category > Academic Integrity (SEC)

Follow the rest of the wizard including Visibility for SEC HOS

To Manage the concern use the Wellbeing Manager Module

The Rights of the Student
- The student has a right to share his/her side of the story explaining the circumstances.
- The student has a right to object to the allegation and to request a second opinion and should indicate this to the mentor.

- The student has a right to instruction regarding academic integrity.
- The student has a right to be treated with respect despite evidence of academic misconduct.
- The student has the right to have somebody present during the meetings regarding academic misconduct.

Useful resources

Resources

- Turnitin via Managebac (only accessible for teachers)
- *Academic Integrity Policy*
- Noodletools: https://my.noodletools.com/logon/signin?group=23905&code=5517
- MLA Handbooks provided in the library
- MLA online support : https://style.mla.org/

Other Documents (to Be) Consulted

IB Publications:

Academic Honesty in the Middle Years Programme

Academic Honesty in the Diploma Programme

Academic Honesty in the IB educational context (August 2014). November 2016

Academic Integrity (October 2019)

Academic Integrity for Internal Assessments (2020)

Career-related programme Assessment procedures 2021: Section C5

Conduct of the examinations booklet (2021), section 12.0

Coordinator Support Material: Standard B1: Academic Honesty Policy

CP: From Principles into Practice

Diploma Programme Assessment Procedures 2021: C5

DP: From principles into Practice

Effective Citing and Referencing (2014)

MYP Assessment Procedures: A4 Academic honesty

MYP: From principles into practice:

    Teaching Academic Honesty

    Understanding Academic misconduct

Implementation Policies

Programme Standards and Practices (updated April 2020)

PYP: From Principles into Practice

The Conduct of the IB Middle Years Programme on-screen examinations (January 2020)

School Publications:

Student handbook

Teachers Handbook

Programme of Assessments and Examinations

Inclusion Policy

Policy Development

A Policy on Review
- The policy was reviewed December 2020 - March 2021.
- Second review will took place in October 2023.
- Representatives of all stakeholders will be included in the review committee.
- The Participation and Student Councils will be consulted.

Areas of further Research
- Evaluate the progress of understanding and improve the vertical articulation of the relevant approaches to learning skills throughout the programmes.
- Evaluate impact of this policy.
- Monitor number of incidents.

Creation of this Document
The Policy was created and later reviewed through collaboration between various stakeholder groups (the committee including parents/guardians, students, teachers and support staff (and especially among them, librarians); the Student Council with representatives from various age groups; Subject Area Coordinators; Leadership Team, IB coordinators) following IB and Pearson guidelines (please see documents consulted for further reference) and submitted for final review and approval to the Participation Council.

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Frequently Asked Questions (FAQs)

Q: To what extent does the school expect drafts to be properly referenced?

A: A draft does not need to be fully and accurately referenced. However, good practice will include a note by the author stating that a reference is required. Good practice also includes keeping a close track of your references as you go. Leaving this until later will make it more difficult. Using Noodletools for this purpose is excellent practice

Q: Isn't it the teacher's responsibility to tell me what I need to reference when I hand in my draft?

A: No, it is the students' responsibility to reference their work correctly. A teacher may well indicate that a particular point requires referencing on a draft. A teacher may not always know.

Q: How do I reference a shared Google Doc?

A: For specific questions such as these please refer ask the librarian

Q: Is there such a thing as too many references?

A: Yes, your references should not be more than approximately 20%, also sometimes referred to as the 20% Turnitin index

Q: Do I have to cite notes I take in class?

A: No.

Q: In terms of being ethical, can I use a racist quote in a History essay for example, to prove a point?

A: This is an important question to ask as this could be a sensitive issue. The focus of being ethical is on your intention but you do need to consider the effect.

Q: Can you get expelled due to academic misconduct?

A: Needless to say, this is not in any way our intention; however, in an extremely severe situation, this could occur.

Q: How can I double check to make sure that I have not plagiarized?

A: You need to be very meticulous in recording your sources and proofreading your work.

Q: What is your responsibility if the teacher catches someone copying your work and you have not given them permission to do this?

A: This will depend on the situation and on what the teacher is able to determine in a situation such as this one. You need to be careful as well.

Q: What citation style do I need to use and do all IB students need to use the same style?

A: You need to use Modern Language Association (MLA) Style 8. All IB schools do not need to use the same style.

Q: What if my bibliography does not have the correct dates?

A: You will not have demonstrated accurate skill in referencing.

Q: What are the consequences for academic misconduct?

A: The consequences are clearly outlined in this policy.

Q: What happens if you accidentally write the same thing as somebody else?

A: Then the person who has uploaded the work first is the owner. Your teachers will look into this further.

Q: Do I have to cite passages that I have put in my own words?

A: Yes

Q: Do I have to cite images, films etc?

A: Yes. For additional information on how to cite specific formats, please see the examples at the MLA Style Center's Citations by Format page: https://style.mla.org/works-cited/citations-by-format/.

Q: Is having to draw the anatomy of a human body considered "excessive sexual activity"? (International Baccalaureate Organisation)

A: No.

Q: Can I cite myself from other works I have written?

A: Yes.

Q: How do I reference effectively?

A: You will learn how to reference effectively in class. If you have any further questions please contact your teacher, mentor or the library staff.

Q: Is there really such a thing as academic integrity?

A: Interesting question and worthy of a longer discussion.

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<https://whittier.libguides.com/c.php?g=346305&p=2334848>.

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Crown House Publishing, 2015.

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-. *The Hunger Games: Catching Fire*. London: Scholastic, 2009.

-. *The Hunger Games: Mockingjay.* . London: Scholastic, 2010.

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<https://www.ted.com/talks/lorrie_faith_cranor_what_s_wrong_with_your_pa_w0rd/transcript
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info@aics.espritscholen.nl. *Re: Detention*. n.d.

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International Baccalaureate Organization. *Diploma Programme: General regulations*. Geneva:
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<https://style.mla.org/works-cited-a-quick-guide/>.

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Pitcher, Anne M. "Varieties of Residential Capitalism in Africa: Urban Housing Provision in Luanda and Nairobi." *African Affairs*. Vols. Volume 116, Issue 464. London: Oxford University Press, 1 July 2017.

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Sherlock, "A Scandal in Belgravia". Netflix, 2012. TV series.

Sterry, Paul and Andrew Mackay. *ButterFlies and Moths*. London: Dorling Kindersley, 2010.

Williams, Tennessee. *A Streetcar Named Desire*. United Kingdom: Heinemann, 1947.

Wilson, Tim. *Excel tables - Overlooked, Yet Awesome.* 2 July 2012. 27 September 2017.

Wonder Woman. Perf. Gal Gadot. 2017.

Appendix 1 – MLA Template

Please note that this template is also available online in an interactive format: https://style.mla.org/interactive-practice-template/.

MLA Practice Template

1 Author.

2 Title of source.

CONTAINER 1

3 Title of container,

4 Other contributors,

5 Version,

6 Number,

7 Publisher,

8 Publication date,

9 Location.

CONTAINER 2

3 Title of container,

4 Other contributors,

5 Version,

6 Number,

7 Publisher,

8 Publication date,

9 Location.

From *MLA Handbook* (8th ed.), published by the Modern Language Association (style.mla.org).