



Johnson Grammar School, IBDP

The Academic Integrity Policy

2022- 2023

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1. Introduction

Johnson Grammar School IBDP (JIB) Mission Statement: **“To achieve and sustain exemplary standards at national and global level...”** (Johnson)

The school hopes to nurture those who can take charge of their lives, work effectively with others, do the right thing even when no one is watching them, and are internationally minded. Johnson IBDP cultivates both character and competence in its students to be lifelong learners.

Academic integrity is the commitment and demonstration of ethical behaviour in an academic setting which also includes JIB values and IB learner profile. Academic integrity gives an opportunity to all the stakeholders to develop character which is one of the goals of the school's mission statement.

1.1 Students Rights

The purpose of the academic integrity policy is to perpetuate honesty, fairness, trust, credibility, respect, and to make students responsible for their actions. With digitalization it is imperative to educate students about digital footprint to comprehend their knowledge acquisition explicitly, and understand the importance of intellectual property of the sources. Therefore, it is important to inculcate the ability to distinguish their personal work, the work of their peers, and acknowledge others' knowledge.

1.2 Objectives of JIB Academic Integrity policy

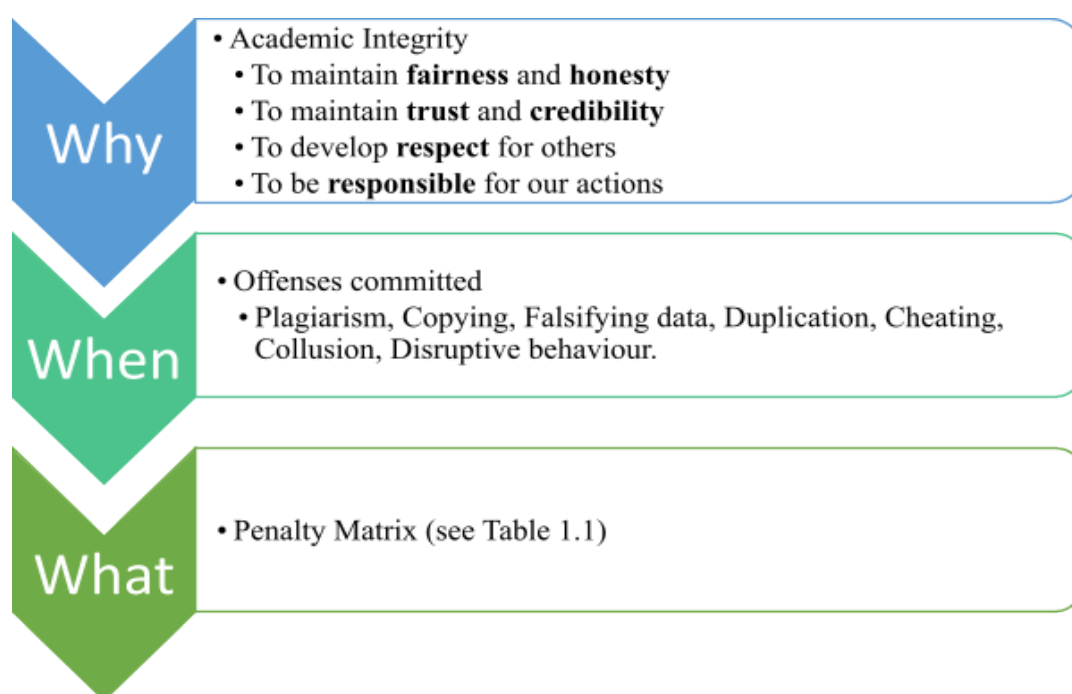
The objectives of the Academic Integrity policies of JIB are to:¹

1. Explain what constitutes academic integrity, intellectual property, plagiarism and authentic authorship and why they are important
2. Provide examples of conventions for citing and acknowledging original authorship

¹ *Academic Integrity Policy*. International Baccalaureate Organization, 2019.

3. The terminology used by the IB regarding academic integrity, student academic misconduct and school maladministration (*See section 3*)
4. Distinguish between collaboration and unacceptable collusion or plagiarism
5. Outline the consequences if a student is found guilty of malpractice
6. Communicate IBO regulations regarding malpractice
7. Outline the responsibilities of school stakeholders with respect to academic integrity

Fig 1.1: Approach to academic integrity



Source: JIB. "Approaches to Academic Integrity."

2. Academic Integrity and Learner Profile Attributes at JIB:

Inquirer - We are committed to build and maintain a culture for continuous improvement of our students to nurture their curiosity, and develop critical thinking skills for inquiry and research to conduct their work with honesty and fairness.

Principled - To adapt to the fast-changing global environment, we instill courage and integrity with a strong sense of fairness and justice by acknowledging others' work and taking responsibility for our actions.

Balanced - We strive to achieve and sustain exemplary standards in education, and provide all round development for every student.

Caring – At JIB we show empathy, compassion and respect by acknowledging others work.

Risk-Takers -We work independently and cooperatively to explore new ideas to approach ambiguity with prudence and determination and innovative strategies.

Knowledgeable - We engage with issues and ideas that have local and global significance to develop conceptual understanding and respect towards various issues.

3. Key words and Academic Integrity at JIB

The JIB Academic Integrity policy articulates the following key terms by integrating the fundamentals (honesty, fairness, trust, respect, responsibility and credibility) in lieu with IB guidelines.

“Academic integrity: Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

School maladministration: The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. Teacher is also one of the stakeholders of the school community any action which deviates from JIB

Academic Integrity Policy which is aligned with the IB guidelines will be subject to scrutiny

(Refer to categories of school maladministration pg 19 of Academic Integrity Policy published by IBO and Penalty Matrices). It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct: The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents: Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach: "Balance of probability" means that the decision maker(s) with appropriate subject matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest: This occurs where an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an

actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgment or undue influence can also be a conflict of interest.”²

4. Connection with IB Standard and practices

***Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)*³

JIB ensures that the academic integrity policy is reviewed and updated at regular intervals and the same is communicated to all the students, teachers and parent community through PD sessions/advisories. The students are issued updated MLA handbooks at the beginning of the academic year. The school uses Turnitin software to check the plagiarism. The school has an action plan in place to identify academic misconduct (*Refer Table 1.1*).

***Lifelong learners 4:** Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)*⁴

JIB ensures that students are aware about the environmental and ethical issues during experiments and citation. The advisory sessions conducted by the teacher librarian allows the students to learn to cite and reference/acknowledge their work. The following sections: **Embedding the policy into the school structure, Responsibilities of students and Responsibilities of teaching and non-teaching staff** reiterate the standards and practices prescribed by IBO.

² “Key terms.” *Academic Integrity Policy*. International Baccalaureate Organization, 2019. Pp 3-4

³ International Baccalaureate Organization, 2019, *Program Standards and Practices (0301)*, “Standard: Culture through policy implementation”, pp 11.

⁴ International Baccalaureate Organization, 2019, *Program Standards and Practices (0402)*, “Standard: Culture through policy implementation”, pp 14.

5.School Maladministration:

At JIB, school maladministration is an action taken by the school in order to comply with the rules and regulation for assessment component/completion of examination.

5.1 Categories of School Maladministration

Cases of school maladministration may occur at different times in the assessment cycle and may affect the assessment components of coursework, or the examinations

When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner (*see JIB Assessment Policy pg.*). This extra help provided should not add up to an unfair advantage to the student and affect the very nature of the task and it negates the achievement expected from the students as it curtails creativity.

All the teachers/non-teaching staff at JIB are well trained in conducting the examination process as outlined by the “Conduct of examinations booklet” by IBO.

During an examination, the following examples can be considered as school maladministration:

- Additional time being granted to students without authorization from the IB
- An insufficient number of invigilators • poorly trained invigilators
- Failing to monitor student bathroom visits
- Allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

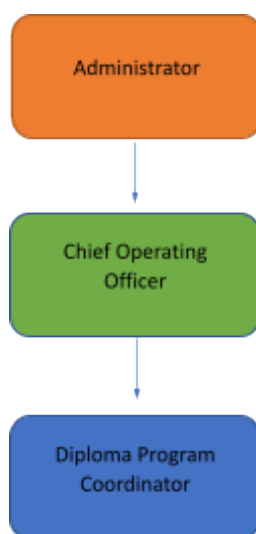
At JIB, the examination papers are securely stored and transported to maintain the integrity of the final assessment. The school safeguards these materials in accordance with IB rules and regulations and does not access the content of the exam materials before the scheduled time.

JIB delivers a special session to students to raise awareness of how exams are conducted with integrity. As a part of this, students are provided information regarding their conduct during

examination. Refer Candidate examination booklet and Appendix. In case of violation JIB follows the IB Guidelines (*see Appendix 3 - Penalty Matrices*)

JIB strictly does not allow submitting work commissioned, edited by, or obtained from a third party (*see Appendix 3 - Penalty Matrices*).

5.2 The School Leadership Team:



The **JIB** programme is committed to comply with all regulations and expectations set within IB publications and Program coordinator ensures that the school and IB policies are applied fairly and consistently. Collectively they are responsible for:

1. Having an academic integrity policy, with scheduled plans for reviews and updates
2. Ensuring that the school and IB policies are applied fairly and consistently
3. Ensuring that the stakeholders have a copy, and understand the school's academic integrity policy, and students' expectations with regards to academic integrity.
4. Ensuring the teachers are trained in line with the IB guidelines. The school administration supports the teaching staff in receiving the training required to understand academic integrity (Standard: Leadership and governance (0201))

5. Ensuring that teachers, non-teaching staff, students and parents/ legal guardians have a common understanding of possible consequences for those that engage in student academic misconduct and school maladministration
6. Reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
7. Ensuring that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident
8. Supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy
9. Notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents.⁵
10. JIB supports the IB in any investigation into possible student academic misconduct, when identified⁶

5.3 Teaching and Non-Teaching staff:

Teacher Librarian, conducts PDs on Academic Integrity and updates the latest developments on IB guidelines with the teaching and non-teaching staff.

Resources: MLA 9 handout is circulated with guidelines on citations and referencing, and training is provided in accessing and usage of Turnitin.

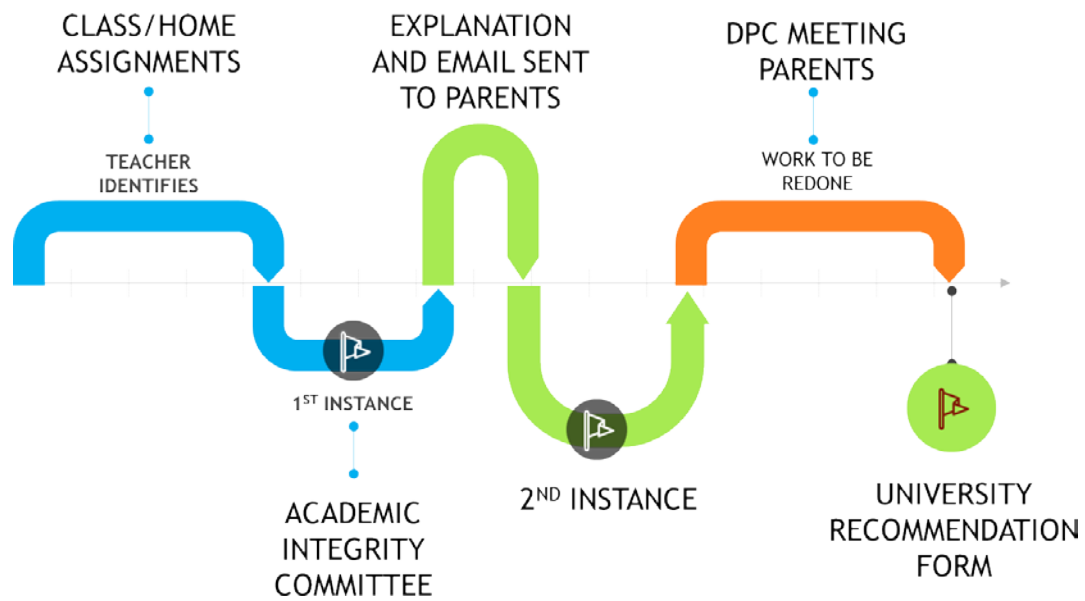
The teaching and non-teaching staff at JIB are responsible for:

⁵“TITLE” *JIB Assessment Policy 2022*. Johnson Grammar School IBDP, 2022.

⁶*Academic Integrity Policy*. International Baccalaureate Organization, 2019. Pp 9-11

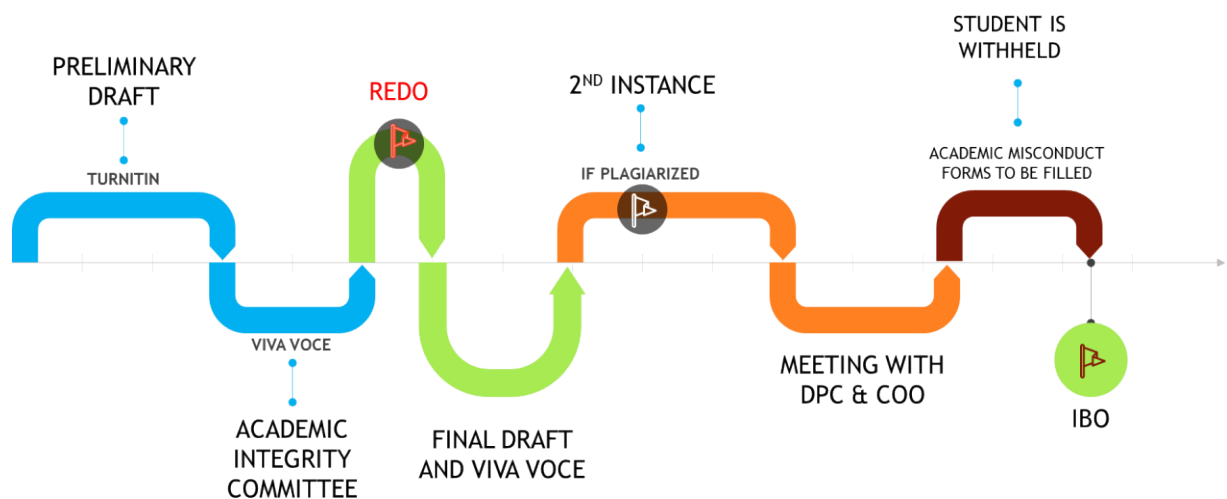
1. Teachers led by example by integrating the academic integrity in their work by citing the sources and providing appropriate references.
2. Ensuring that students understand what constitutes academic misconduct and its possible consequences, expectations and guidelines of all subjects (***Refer Penalty matrix/consequences***)
3. Ensuring appropriate and timely feedback (formative and summative assessments) following the instructions described in the relevant subject guides and the school assessment policy
4. Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment.
5. Identifying student academic misconduct and supporting the school's investigations by recording/following the standard operation procedures. (Refer Appendix, Form 2)
6. During invigilation teachers follow the Code of Conduct published by IBO strictly.
7. The action plan to identify academic misconduct is as follows:

Fig 2.1: Action Plan to identify academic misconduct:

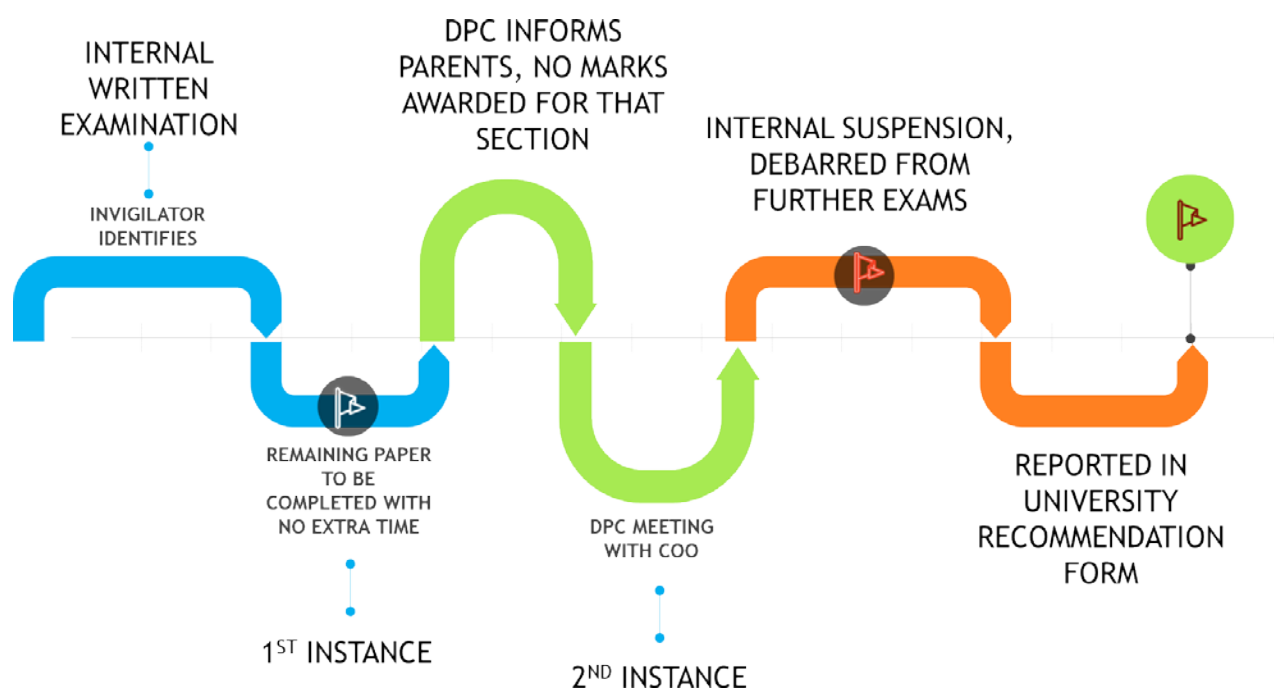


Source: JIB: Action Plan to identify academic misconduct

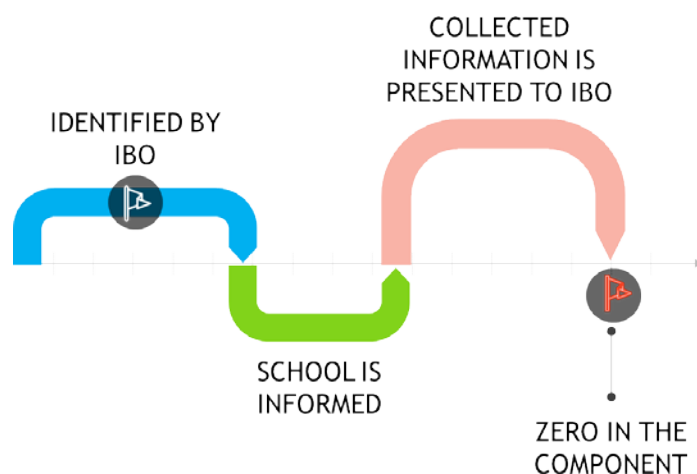
Fig 2.2: Action Plan to identify academic misconduct (Core & IA):



Source: JIB: Action Plan to identify academic misconduct (Core & IA):

Fig 2.3: Action Plan to identify academic misconduct during written exams:

Source: JIB: Action Plan to identify academic misconduct during written exams

Fig 2.4: Action plan when IBO identifies academic misconduct.

Source: JIB Action plan when IBO identifies academic misconduct.

5.4 Students' responsibilities:

Focusing on processes for managing academic integrity incidents, JIB students are expected to:

1. Have a full understanding of JIB academic integrity policy
2. Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
3. Respond to acts of school maladministration and report them to their teachers and/or programme coordinators
4. Complete all assignments, tasks and, examinations in an honest manner and to the best of their abilities (Report to Student Declaration Appendix 1, Form 1)
5. Give credit to sources used in all work submitted to the IB for assessment in written and oral materials and/or artistic products (refer to bibliography & citations section of student handbook)
6. Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, artificial intelligence (AI) generated material without proper citation (Refer Penalty Matrix), pre-written essay banks or file sharing websites
7. Abstain from giving undue assistance to peers in the completion of their work
8. Show a responsible use of the internet and associated social media platforms.

5.5 Responsibility of parents/legal guardians:

Parents and legal guardians are expected to:

1. Understand JIB and IB's Academic Integrity policy, procedures and subject guidelines in the completion of coursework or examination papers by their children

2. Support their children's understanding of IB policies, procedures and subject guidelines
3. Understand school internal policies and procedures that safeguard the authenticity of their child's work.
4. Support their child in planning a manageable workload for effective allocation of time
5. Understand what constitutes student academic misconduct and its consequences
6. Understand what constitutes school maladministration and its consequences
7. Report any potential cases of student misconduct or school maladministration to the school's Leadership team (Refer Appendix 2, Form 2: Parent Reporting Form)
8. Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their child
9. Abstain from giving or obtaining assistance in the completion of work to their child

6. Embedding the policy into the school structure

6.1 Educating/empowering students and, staff

1. The academic integrity policy is explained to the teaching and non-teaching staff through PD sessions, in-house workshops, and an induction program.
2. Teachers are given orientation through in-house workshops by the teacher librarian regarding the assessment tools- Managebac submissions and Turnitin; strategies- worksheets for students on how to reference their work.
3. The student handbook⁷ provided to students includes details on providing citations and reference their work. Students will also be guided on the same.

⁷"MLA." *The student handbook*. JIB, 2022.

4. Students will be introduced to and informed about the academic integrity policy during the induction programme of subjects and core components and students will be explained all the key terms, responsibilities and consequences which fall under academic misconduct.
5. Students will be explained appropriate ways of researching and presenting their work to avoid plagiarism. Students are encouraged to use only Turnitin software provided by the school to check the level of plagiarism.
6. Inviting guest speakers and providing in-house training at regular intervals by the Teacher Librarian and the subject teachers to bring awareness regarding digital footprint.

6.2 Parents

1. Orientation for parents at the beginning of the academic year for the understanding of the academic integrity policy.
2. Parents to sign an undertaking for taking the responsibility for academic integrity during their IB programme (see Appendix 1, Form 1)

7. Connection with other school policies

1. **Assessment Policy:** Academic integrity specifies that all students giving assignments including homework, formative assessments, summative assessments, and all IB Diploma requirements including IA's in respective subjects, Extended Essay, Theory of Knowledge, and CAS must adhere to the guidelines specified in the policy.⁸
2. **Admission Policy:** JIB ensures that the Academic Integrity Policy is shared with all stakeholders. JIB requires the parents to fill the *“Student and Parent*

⁸“TITLE” *JIB Assessment Policy 2022*. Johnson Grammar School IBDP, 2022.

Declaration Form” (Refer Appendix 1 Form 1) to clearly understand the policy and to abide by it.⁹

3. **Language Policy:** JIB thrust the responsibility on students to abide by the guidelines while providing credits for all the material or an idea taken from other sources. Academic Integrity Policy emphasizes that all teaching and learning communities shall cite relevant sources in the recommended citation format.¹⁰
4. **Inclusion Policy:** To accommodate students with special needs, JIB ensures that the documents provided by the parents/legal guardians are authentic (recognized by Govt of India) in lieu with JIB’s admission and inclusion policy.¹¹

8. AI tools usage and restrictions

IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text (See Appendix 9: Artificial Intelligence) and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

The text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material using perplexity.ai it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.

⁹ “TITLE” *JIB Admission Policy 2022*. Johnson Grammar School IBDP, 2022.

¹⁰ “TITLE” *JIB Language Policy 2022*. Johnson Grammar School IBDP, 2022.

¹¹ “TITLE” *JIB Inclusion Policy 2022*. Johnson Grammar School IBDP, 2022.

- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software possible research questions in a chosen topic rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

9. Offenses:

The following are the offenses¹² observed in JIB Academic integrity policy

- Copying
- Falsifying data
- Duplication
- Cheating
- Collusion
- Disruptive behaviour

Table 1.1. Offenses, incidents of violations and good practices

Violation	IB Definition	Incidents of Violations	Good practice
Plagiarism:	Offering the words, ideas, works, or arguments of another person (in whole or part) as	1. Presenting information collected, organized, or written by someone else as your own (with or without the author's permission).	1. Always give credit to the ideas of others in your sources by citing them within the text and in the works cited.

¹² *Academic Integrity*, International Baccalaureate Organization, 2019. Pp:5.

	<p>one's own. This includes works of art whether music, film, dance, theatre, visual arts, literature, etc.</p>	<p>2. In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own.</p> <p>3. Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples include:</p> <p>a. Copying an article from a website and not giving credit--but not understanding you had to give credit--is still plagiarism. Always ask a teacher if you should give the original author credit if you are unsure.</p> <p>b. Copying and pasting information from a website into your work, and then failing to give the website credit.</p>	<p>2. Never copy and paste without putting quotation marks around that information and citing your source. You can also paraphrase, but if the ideas aren't your own, you still need to cite your source.</p> <p>3. If a task requires creativity, cite your inspiration.</p> <p>4. Utilize resources such as Turnitin, your teacher, or the teacher Librarian when you're unsure if you need to cite a source.</p>
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		<p>c. Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.</p> <p>d. If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography (See good practices) (See examples).</p>	
Violation	IB Definition	Incidents of Violations	Good practice
Collusion	Supporting malpractice by another candidate, as in	1. You let another student copy from your homework.	1. Your work should not be shared with others, whether it is homework, test, quiz, etc. Each

	<p>allowing one's work to be copied or submitted for assessment by another.</p>	<p>2. The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it. If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion.</p> <p>3. In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz.</p> <p>4. You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.</p>	<p>student should submit their own work in order that they receive feedback to improve themselves.</p> <p>2. In the case of collaborative work, each member of the team should have a specific role and all final submissions should include the names of all who contributed.</p> <p>3. If you submit work early and receive feedback before your classmates, you should not discuss or share with them until they've also submitted.</p>
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Violation	IB Definition	Incidents of Violations	Good practice
Duplication	The presentation of the same work for different assessment components and/or IB requirements.	1. You conducted an experiment in grade 11 for your EE and are using the same data for IA in grade 12.	The EE and IAs are different tasks, and as such the process should start from the beginning with brainstorming ideas for your inquiry-based project.
Violation	IB Definition	Incidents of Violations	Good practice
Cheating	Communicating with another student during examinations. Bringing into the examination room materials which are not permitted. Interfering with the scholastic work of another student for example by stealing laboratory	1. Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. 2. Using restricted material during an exam, such as cheat sheets, graphing calculators, or other electronic devices. 3. Using AI technology to generate reports for IA's,	1. Be honest about what you have and have not done. Utilize the extension procedure if you need more time. See your counsellor, the DPC or your teacher if you need support in planning out the task. 2. Bring only the materials you

	<p>reports, computer files, library materials, altering grades awarded by a teacher. Using unauthorized calculators during a test or an examination or stealing examination papers.</p> <p>Impersonating as another student, especially during the examination.</p>	<p>EE's, Formatives and Summatives.</p> <p>4. Leaving the exam room or classroom and using restricted materials.</p> <p>5. Fabricating information to try to earn more time or credit on an assignment, project, or exam.</p>	<p>need/that are permitted into an exam.</p> <p>3. Do not access unauthorized materials when you leave an exam room if you intend to go back in and continue your work.</p>
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Violation	IB Definition	Incidents of Violations	Good practice
Disruptive Behaviour	Any inappropriate behaviour during the assessment which diverts the attention of other students, overlooking the invigilator's instructions, not reporting to the invigilator or respective coordinator even after witnessing an incidence of "Academic Misconduct" or not supporting an inquiry of the same.	<ol style="list-style-type: none"> Using wrist watches with an alarm. Reading the questions aloud during the examination. Being vocal while requesting an additional answer script. Borrowing the stationery/Graphic Display calculators from other students. 	<ol style="list-style-type: none"> Deactivate the alarm/deposit the watch before entering the examination hall Maintain silence all through the examination Raise your hands while requesting an answer script. Students should carry their stationery and GDC

This table (see Table 1.1) provides a clear definition of the offenses, incidents of violation and the good practices¹³ that students can follow to avoid academic misconduct which

¹³ *Academic Integrity Policy*. International Baccalaureate Organization, 2019.

follows the fundamentals of the Academic Integrity Policy i.e., to maintain fairness, to maintain trust and credibility, and to develop respect for others.

9. Policy review timelines

- May 2018.
- November - December 2019.
- October - November 2022.
- March 2023

10. Academic Integrity Policy Committee:

Name	Designation
Ms Vidhya Bhaskar	IB Diploma Program Coordinator, Economic Faculty
Ms Aarti Rawat	Career Counsellor and Teacher Librarian
Mr Naresh Jallipalli	Physics faculty, Dept of Sciences
Ms Monica Sarada Devi	Biology faculty, Dept of Sciences
Ms <u>Vasavi Goteti</u>	Psychology and TOK Coordinator, Dept of Human Sciences
Mr Vamsi Krishna Daruri	Math and TOK faculty, Dept of Mathematics

11. Bibliography

1. *Academic Integrity Policy*. International Baccalaureate Organization, 2019.
2. “Elements to be included in a reference.” *Effective citing and referencing*, IBO, 2022.
3. International Baccalaureate Organization, 2019, *Program Standards and Practices*, “*Standard: Culture through policy implementation*”.
4. MLA Handbook. 9th ed., Modern Language Association of America, 2021. MLA Handbook Plus, 2021, mlahandbookplus.org/. Accessed 20 February 2022.
5. *The student handbook*. JIB, 2022.
6. *Visual Arts: Academic Integrity in practice: The Arts*. IBO, 2021.
7. Weed, Julie. “Can ChatGPT Plan Your Vacation?” The New York Times, 16 Mar. 2023, www.nytimes.com/2023/03/16/travel/chatgpt-artificial-intelligence-travel-vacation.html Accessed 20 March 2023.

12. Appendix

12.1 Appendix 1



Johnson Grammar School, IBDP

Form 1: Student and Parent Declaration

By signing this document, I accept the above responsibilities linked to Academic integrity as an IB Diploma programme student/parent/legal guardian at Johnson Grammar School, IBDP.

Student name: _____

Grade level: _____

Student Signature: _____

Date: _____

Parent/ Legal guardian name: _____.

Parent's signature: _____

Date: _____

12.2 Appendix 2.1



Johnson Grammar School, IBDP

Form 2: Parent Reporting form

By signing this document, I provide the necessary information to take further action and like to request your guidance and support in helping understand the significance of Academic Integrity.

Name of the student: _____

Subject: _____

Nature of Misconduct:

- Plagiarism
- Collusion
- Duplication
- Internal/External submissions
- Written examination
- Others

Parent's statement:

Parent's signature: _____

Date: _____

*(To be included evidence if required)

Or

Action taken by the school:

DP Coordinator Signature: _____

Date: _____

12.2 Appendix 2.2



Johnson Grammar School, IBDP

Form 3: Teacher Reporting Form

Name of the student: _____

Subject: _____

Nature of Misconduct:

- Plagiarism
- Collusion
- Duplication
- Internal/External submissions
- Written examination
- Others

Teacher's statement: (To be included: evidence of malpractice, severity of the situation,
recommended sanctions (*see sanctions*), in line with Academic Integrity Policy of JIB)

Teacher's signature: _____

Date: _____

Student's statement:

Student's signature: _____

Date: _____

Action taken by the school:

DP Coordinator Signature: _____

Date: _____

COO's Signature: _____

Date: _____

12.3 Appendix 3: Penalty matrices for students

This section contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB

1. Written and oral coursework and examinations:

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned—see note 1	No grade for “parallel” subjects—see note 2
<i>Plagiarism</i> <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of	Not applicable

		citation of the source.	the source—see note 3.	
<p><i>Facilitating plagiarism</i></p> <p><i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i></p>	<p>Student took minimal steps that were clearly insufficient to prevent their work being copied.</p>	<p>Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.</p>	<p>Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.</p>	<p>Student actively tried to sell, or exchange, the work of third parties to be submitted by others.</p>

<p><i>Collusion</i></p> <p><i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team.</i></p> <p><i>Collusion covers those cases where students have used a common write-up for a group rather than written their own</i></p>	<p>Work of students shows close similarity.</p>	<p>Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.</p>	<p>More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.</p>	<p>Not applicable</p>
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<p>Submitting work commissioned, edited by, or obtained from a third party—see note 4</p>	<p>Not applicable</p>	<p>Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.</p> <p><i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i></p>	<p>Student submits work that was entirely produced or edited by a third party.</p> <p><i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i></p>	<p>Applicable for a student in the same or different IB World School providing the service.</p>
<p>Inclusion of inappropriate, offensive, or obscene material</p>	<p>Minor offence—see note 5</p>	<p>Moderate offence—see note 6</p>	<p>Major offence—see note 7</p>	<p>Major offence</p>

Duplication of work	Not applicable	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected /discarded to enhance the conclusions of the work, creating a deliberately	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

		biased set of findings.		
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2. Conduct during an examination

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned— see note 1	No grade for “parallel” subjects—see note 2
Possessing unauthorized material in the examination room—see note 8	In the candidate's possession but surrendered or removed during the first 10 minutes of the examination)	In the candidate's possession but no evidence of it being used during the examination .	In candidate's possession and evidence of it being used during the examination.	Not applicable

<p>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</p>	<p>Not applicable</p>	<p>Non-compliance with the invigilator's instructions during one component.</p>	<p>Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations.<i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i></p>	<p>Not applicable</p>
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Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	<p>When a candidate tries, successfully or not, to share answers and/or examination content with others.</p> <p><i>Penalties will be applied to all candidates participating in the incident.</i></p>	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the	Not applicable	<p>Candidate attempting to remove secure materials but identified by invigilators before leaving</p>	<p>Candidate successfully removing secure materials from the examination room.</p>	Not applicable

examination room		examination room.		
Impersonating an IB candidate— both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</i> <i>If the impersonator is an IB graduate, the IB will</i>

				<i>apply penalties retrospectively.</i>
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

12.4 Appendix 4



Johnson Grammar School, IBDP

Form 4: Parent Concern/Redressal Letter

Dear Diploma Program Coordinator,

I am writing to inform you that my child has not met the academic integrity policy document in their recent academic work. As an IBDP school, we understand the importance of developing attributes such as honesty, integrity and responsibility, which are part of the IB learner profile.

We would like to take this opportunity to work with you to help our child understand the significance of academic integrity and how to ensure that their work meets the required standards. We request your support and guidance in this regard and would appreciate any resources or assistance that you can provide.

We remain committed to working together to ensure that our child receives a high-quality education that aligns with the values and principles of the IB program.

Thank you,

[Parent/Guardian's Name]

12.5 Appendix 5: Penalty matrices

This section contains the IB penalty matrices detailing different aspects of school maladministration and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "Good practice for investigations".

The infringements and related penalties detailed in this matrix apply to all IB schools authorized to deliver IB programmes. However, schools going through the authorization process are subject to these same principles of academic integrity. If there is evidence that a school going through the authorization process is acting unethically or infringing IB rules and regulations, the authorization process could be affected.

5.1 Languages A, B and ab initio—Academic integrity and the IA:

Language A, language B and language ab initio teachers are reminded that internal oral assessments must be conducted under examination conditions. Final internal assessments, for which marks will be submitted, must not be rehearsed. Any texts and extracts selected by the student (language A), or stimuli selected by the teacher (language B and language ab initio) for use during final internal assessments must not have been used for practice with the teacher or peers. The final internal assessment must be recorded once, and it is that assessment for which marks are submitted and that recording which is submitted, if selected, for moderation. Multiple recordings to select the best to submit as the final oral examination are prohibited. It is imperative that coordinators, teachers and students are aware of the guidance for ensuring authenticity of student oral examinations that is provided in both the language A, language B, and language ab initio guides and FAQs.

12.6 Appendix 6:

6.1 Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
<p>Providing undue assistance to candidates such as over-editing or templating or manipulating finished pieces of work for improvement.</p>	<ol style="list-style-type: none"> 1. Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits 2. Formal warning letter and action plan to address incident 3. Audit or monitor the internal assessment completion process 4. Quality assurance checks in the entire cohort's work for the component(s) concerned 5. Bring forward the evaluation visit 6. Recommend relevant IB training

	7. Include school in session monitoring ² for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal guardians and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases—more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

6.2 Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
<p>Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.</p>	<ol style="list-style-type: none"> 1. Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits 2. Request immediate corrective action 3. Formal warning letter and action plan to address incident 4. Immediate inspection visit 5. Mandate relevant IB training

	6. Include school in session monitoring for three consecutive sessions
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	

Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security. ³	
Leaving candidates unsupervised during an examination or unaccompanied during bathroom breaks.	
Amending responses to completed examination scripts prior to dispatch.	

Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	
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6.3 Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	<ol style="list-style-type: none"> 1. Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits 2. Immediate inspection visit 3. Controlled dispatch of IB examination papers⁴

	<ol style="list-style-type: none"> 4. Deployment of independent invigilators⁵ 5. Relocation of candidates to another venue⁶ 6. Annulment of grades for the candidates concerned or the entire cohort 7. Authorization withdrawal 8. Include school in session monitoring for five consecutive sessions
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	

Failing to report an examination security breach or alleged breach.	
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Note: For further guidance/reference refer Academic Integrity policy...

12.7 Appendix 7

Checklist for Effective Citing and Referencing



	Author(s)/creator(s) of original work	Chapter/article/ page title	Title	Periodical name	Institution/publisher and city	URL/DOI	Publication date	Volume/issue number	Page number(s)	Database name	E-reader/device	Edition	Editor(s)	Date accessed
Book	Yes		Yes		Yes		Yes					If applicable		
Chapter from book	Yes	Yes	Yes		Yes		Yes					If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes	Yes					If applicable		
E-book	Yes		Yes		Yes		Yes				Yes	If applicable		
Newspaper/ magazine article	If available	Yes		Yes			Yes		Yes					
Journal paper	Yes	Yes		Yes			Yes	Yes	Yes					
Electronic newspaper/magazine article	If available	Yes		Yes			Yes		If available	If applicable	If applicable			
Electronic journal paper	Yes	Yes		Yes		Yes	Yes	Yes	If available	If applicable	If applicable			
Internet/webpage	If available	Yes	Yes		If applicable	Yes	If available							Usually
Website	If available		Yes		If applicable	Yes	If available							Yes
Image/graph/graphic	If available		Yes		If applicable	If applicable	If available							If applicable
Video	If available		Yes		If applicable	If applicable	If available							If applicable
Blog	Yes	Yes	Yes			Yes	If available							Yes

Source: “Elements to be included in a reference.” *Effective citing and referencing*, IBO, 2022.

12.7 Appendix 8

Academic integrity in practice

Visual arts: Comparative study

Bad practice

The student has copied the biographies and influences of the artists directly from the internet without referencing them or mentioning the source in the body of the text.

"As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term "materials" means written, oral or electronic products, and may include: Visual / Audio / Graphic / Artistic"

[Effective citing and referencing](#) – Published August 2014

Missing references:

- en.wikipedia.org/wiki/Vincent_van_Gogh
- en.wikipedia.org/wiki/Georgia_O%27Keeffe
- vangoghgallery.com/influences/#:~:text=Possibly%20one%20of%20the%20greatest,Impressionists%20of%20the%20Petit%20Boulevard
- biography.com/artist/georgia-okeeffe#:~:text=Inspired%20by%20New%20Mexico,in%20the%20summers%20to%20paint.

Candidate work

Vincent Van Gogh	Georgia O'Keeffe
<p>Dutch</p> <p>1853-1890</p> <p>Vincent Willem van Gogh was a Dutch post-impressionist painter who is among the most famous and influential figures in the history of Western art. In just over a decade he created about 2,100 artworks, including around 860 oil paintings, most of them in the last two years of his life.</p>	<p>American</p> <p>1887-1986</p> <p>Georgia Totto O'Keeffe was an American artist. She was best known for her paintings of enlarged flowers, New York skyscrapers, and New Mexico landscapes. O'Keeffe has been recognized as the "Mother of American modernism".</p>
<p>Vincent Van Gogh</p> <p>Possibly one of the greatest artistic influences on Vincent van Gogh was Paul Gauguin. Van Gogh and Gauguin met in Paris in November of 1887. They later lived together in an art studio and contributed to one another's artworks. After parting ways, neither artist could evade the other's influence. Gauguin's work began to have more religious themes after being influenced by Van Gogh's strong religious background. Gauguin also began using brighter colors, especially yellow, and thicker brush strokes like Van Gogh. Van Gogh began to use Gauguin's technique of painting from memory. This caused his paintings to become more decorative and less realistic.</p>	<p>Georgia O'Keeffe</p> <p>In the summer of 1929, O'Keeffe would find a new direction for her art when she made her first visit to northern New Mexico. The landscape, architecture and local Navajo culture inspired her, and she would return to New Mexico, which she called "the faraway," in the summers to paint. During this period, she produced iconic paintings including Black Cross, New Mexico (1929), Cow's Skull: Red, White and Blue (1931) and Ram's Head, White Hollycock, Hills (1935), among other works. In the 1950s and 1960s, O'Keeffe spent much of her time traveling the world, and found new inspirations from the places she visited.</p>

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Source: *Visual Arts: Academic Integrity in practice: The Arts*. IBO, 2021.

Visual arts: Comparative study




Good practice

Extract 1:
The student displays and references the photographs that they will use throughout their work and adds a note clarifying that the materials will not be cited again.

Extract 2:
The student adds extensive information about the artist's work and context and each paragraph has been correctly referenced in the body of the text.

Candidate work



1.

The following images will be reused throughout the comparative study and will no longer be cited

2.

L'Angélus
The figures in *L'Angélus* can be seen throughout Dali's work as a recurring motif. While other artists at the time saw it as a couple praying for the prosperity for their crops, Dali interpreted it as a couple mourning the death of their child, which was later confirmed by a x-ray which revealed a coffin in the basket on the floor, and became obsessed with this idea. This motif can be seen in multiple works, for example *The Architectonic Angelus of Millet*, which also symbolises his fear of woman. [10] [11]

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Source: *Visual Arts: Academic Integrity in practice: The Arts*. IBO, 2021.

Academic integrity in practice: **The arts**

Visual arts: Comparative study

Documentation checklist

<input type="checkbox"/> When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer?	<input type="checkbox"/> Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?
<input type="checkbox"/> When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	<input type="checkbox"/> Internet material: Have you included the URL or the DOI?
<input type="checkbox"/> When you use someone else's words or work, is it clear where such use starts—and where it finishes?	<input type="checkbox"/> For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?
<input type="checkbox"/> Have you included full references for all borrowed images, tables, graphs, maps, and so on?	<input type="checkbox"/> For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?
<input type="checkbox"/> Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	<input type="checkbox"/> Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?

Effective citing and referencing – Published August 2014

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Source: *Visual Arts: Academic Integrity in practice: The Arts*. IBO, 2021.

12.8 Appendix 9: Artificial Intelligence



Artificial
Intelligence_Appen

12.9 Appendix 10: MLA Handbook, Bibliography Page



Appendix 10 MLA Handbook, Bibliography Page

Appendix 6: Guidance on the use of artificial intelligence tools

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.

Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual and ethical knowledge should come first.

Recent technical advancements in AI tools have sparked some concerns in the educational community as students have the potential to use these tools to produce their assessments. In some ways this is not a new academic integrity issue for the IB. These tools can effectively produce a unique essay (or other product) for the student—this can be paralleled to a student buying an essay from the internet or having a third party (such as a parent or tutor) write it for them. As in these cases of another person creating the essay for them, teachers are well placed to identify when it is not the student's own work.

6.1 Teaching students about academic integrity

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

To initiate a conversation about this topic, teachers could consider the links between:

- TOK ways of knowing and acting with academic integrity
- arts, legitimately emulating a particular person's style and acting with academic integrity
- the scientific principle of testing another's hypothesis and acting with academic integrity.

Appendices

The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

6.2 The IB and AI tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

The IB aims to avoid joining the “arms race” between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices.

However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately

Appendices

referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation software.

Appendices

What does the IB expect when a teacher checks the authentication box to confirm that work is the student's own?

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.

This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.

- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to the IB. If it has been written for them by their parents/guardians, sibling, tutor or obtained from an essay mill, the IB is less likely than the teacher to be able to identify this. The IB is very effective in spotting similar work used by students in different schools—for example, two students buying the same essay off the internet. While tools are being developed to detect essays written by AI tools, it is likely to be a while before they are reliable enough to be the sole evidence of academic misconduct that leads to a student losing their grade for the subject concerned.

It is a school's decision on how to deal with a student who submits work that is not their own, as per the school's academic integrity policy. For example, are students allowed to submit entirely new work, to rewrite it under supervision, or do they lose the opportunity to submit anything?

The IB's only requirement is that work that is not the student's own cannot be submitted for assessment; it does not accept a marking penalty for such work. Teachers must keep in mind that if a student does not submit coursework, then the IB will not award a grade in that subject.

How should teachers guide their students when using AI tools?

Students should be informed of the following rules.

Appendices

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the [Access and inclusion policy](#) for more details.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

Confidence in IB results

The IB and IB World Schools are partners in maintaining the value (currency) of IB grades to be trusted by institutions. The IB needs to trust schools to do due diligence, and schools can trust the IB to take its responsibility seriously in the interest of their students.



Bibliography page

Below are citation examples of common formats to help you in creating your citations. Each entry includes elements relevant to the source. At the end of this handout is a table with guidelines from the *MLA* about formatting each core element. The following citation examples are guides; follow the specific instructions given by your instructor.

Guidelines

- Your Works Cited page is on a separate page at the end of your research paper. The words *Works Cited* are centered at the top of the page (not italicized).
- Use double-spacing within and between entries, and between the Works Cited title and your first entry.
- If an entry is more than one line, keep the first line left-justified (not indented) and use a hanging indent for each additional line.
- Entries are listed in alphabetical order by author last name. If there is no author, alphabetize by the first word of the source's title.

Books

Book with One Author

Author. *Title of Source*. Version, Publisher, Publication Date.

Kleiner, Fred S. *Gardner's Art through the Ages: A Global History*. 16th ed., Cengage Learning, 2020.

Book with Two Authors

Author. *Title of Source*. Publisher, Publication Date.

Kim, Anatasia S., and Alicia del Prado. *It's Time to Talk (and Listen)*. New Harbinger Publications, 2019.

Book with an Editor

Editor. *Title of Source*. Publisher, Publication Date.

Ziegler, Alan, editor. *Short: An Anthology of Five Centuries of Short-Stories, Prose Poems, Brief Essays, and Other Short Prose Forms*. Persea Books, 2014.

E-book Edition

Author. *Title of Source*. Version, Publisher, Publication Date.

Orange, Tommy. *There There*. E-book ed., Vintage Books, 2019.

E-book from a Database with Permalink

Author. *Title of Source*. Publisher, Publication Date. *Title of Container*, Location.

Smith, Scott T., and José Alaniz, editors. *Uncanny Bodies: Superhero Comics and Disability*. Penn State UP, 2019. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2332274&site=ehost-live.

Chapter from an Edited Book

Author. *Title of Source*. *Title of Container*, Contributor, Publisher, Publication Date, Location. *Title of Container*, Location.

Bowden, Sarah. "Echo: The Silence Between the Notes." *Uncanny Bodies: Superhero Comics and Disability*, edited by Scott T. Smith and José Alaniz, Penn State UP, 2019, pp. 79-94. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2332274&site=ehost-live.

Articles

Reference Article from a Database with No Author

Title of Source. *Title of Container*, Publisher, Publication Date, Location. *Title of Container*, Location.

“Continent.” *Funk & Wagnalls New World Encyclopedia*, World Book, 2018, p. 1.

EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=funk&AN=co206900&site=ehost-live.
Accessed 20 Feb. 2022.

Article from a Magazine

Author. Title of Source. *Title of Container*, Publication Date, Location.

Bernstein, Fred A. “Experiments in Nature.” *Interior Design*, Nov. 2021, pp. 112-119.

Note: The Publisher element can be left blank for ongoing publications (magazines, newspapers, journals).

Journal Article from a Database with DOI and with Three Authors

Author. Title of Source. *Title of Container*, Number, Publication Date, Location. *Title of Container*,

Location. Neppel, Tricia K., et al. “The Impact of Economic Pressure on Parent Positivity, Parenting, and Adolescent

Positivity into Emerging Adulthood.” *Family Relations*, vol. 64, no. 1, Feb. 2015, pp. 80-92.

JSTOR, <https://doi.org/10.1111/fare.12098>. Accessed 20 March 2022.

Note: Precede DOI with <http://> or <https://> (e.g., <https://doi.org/>) if this part is missing from your source.

News Article from a Database

Author. Title of Source. *Title of Container*, Publication Date, Location. *Title of Container*, Location.

Grode, Eric. “Send in the Tunes: 20 of Sondheim’s Best.” *The New York Times*, 30 Nov. 2021, p. C2.

ProQuest, proquest.com/newspapers/send-tunes-20-sondheims-best/docview/2604290588/se-2?accountid=35840. Accessed 20 March 2022.

News Article from a Website

Author. Title of Source. *Title of Container*, Publication Date, Location.

Harvey, Fiona. “World’s Vast Networks of Underground Fungi to Be Mapped for the First Time.” *The Guardian*, 30 Nov. 2021, www.theguardian.com/science/2021/nov/30/worlds-vast-networks-of-underground-fungi-to-be-mapped-for-first-time. Accessed 20 March 2022.

Other Types of Sources

Painting Viewed Online

Author. Title. Date (of composition). *Title of Container*, Publisher, Location. Caillebotte, Gustave. *Paris Street; Rainy Day*. 1877. *The Art Institute of Chicago*, www.artic.edu/artworks/20684/paris-street-rainy-day.
Accessed 20 March 2022.

Note: Publisher omitted because it is essentially the same name as the website.

Tweet

Author account name [online handle]. Quoted text. *Title of Container*, Publication Date, Location.

King County DNRP [@KCDNRP]. “Thank you volunteers for your work! Simply put, volunteers make our parks, trails & open spaces better. Join @kingcountyparks for a volunteer planting event!” *Twitter*, 30 Nov. 2021, twitter.com/KCDNRP/status/1465754226303275012. Accessed 20 March 2022.

Other Types of Sources, Continued

Television Episode Viewed on a Website

"Title of Source." *Title of Container*, Number, Publisher, Publication Date. *Title of Container*, Location.

"Cake Week." *The Great British Baking Show*, collection 5, episode 1, Love Productions, 2017. *Netflix*, www.netflix.com/watch/81001542?trackId=13752289. Accessed 20 March 2022.

YouTube Video

Author (if known or separate from uploader). Title of Source. *Title of Container*, Uploader, Date, Location.

Plait, Phil. "Introduction to Astronomy: Crash Course Astronomy #1." *YouTube*, uploaded by CrashCourse, 15 Jan. 2015, <https://youtu.be/0rHUDWjR5gg>. Accessed 20 March 2022.

Lecture Attended in Person

Instructor. Title of lecture if known or generic descriptor (Lecture). Name of class, Date of lecture, Name of College. Supplemental information (if needed for clarity).

Schewe, Michelle. "Using *Gale in Context: Biography*." ESL 066, 15 Nov. 2021, Bellevue College. Library instruction session.

Note: Names of courses are not italicized.

Lecture Attended Online

Instructor. Title of lecture if known or generic descriptor (Lecture). Name of class, Date of lecture, Location. Supplemental information (if needed for clarity).

Schewe, Michelle. "Using *Gale in Context: Biography*." ESL 066, 15 Nov. 2021, online. Library instruction session.

Interview You Conducted

Author (name of interviewee). Description. Date.

Smith, John. Personal interview with the author. 27 Nov. 2019.

Government Publication from Webpage

Author. *Title of Source*. Publisher, Publication Date, Location.

U.S. Department of Agriculture, Office of the Chief Economist, Office of Energy and Environmental Policy, Climate Change Program Office. *U.S. Department of Agriculture Climate Change Adaptation Plan*.

U.S. Department of Agriculture, June 2014,

https://www.usda.gov/sites/default/files/documents/USDA_Climate_Change_Adaptation_Plan_FULL.pdf.

Note: Refer to pages 344-346 of the *MLA Handbook* for examples of documenting legal works.

A Note on Supplemental Elements

Supplemental elements provide additional information that may be useful to your reader. If you choose to include them, they are generally inserted after the Title of Source element if the information does not pertain to the entry as a whole (e.g., original publication date of source that is part of a larger work) or at the end of the entry (e.g., date of access). If including more than one item of information, separate each item with a comma and end with a period. Find more information on supplemental elements in the *MLA 9 Handbook* (pp. 208-217).

Book with Supplemental Elements

Author. *Title of Source*. Contributor, Publisher, Publication Date. Supplemental information.

Austen, Jane. *The Oxford Illustrated Jane Austen: Pride and Prejudice*. Edited by R.W. Chapman, Oxford UP, 1988. Vol. 2 of *The Oxford Illustrated Jane Austen*, 6 vols.

In-Text Citation Examples

In-text citations give credit to the authors whose ideas, illustrations, words, or quotes are used in your discussion and direct the reader to your works-cited list where they can find the full citation for your source. This is usually done by referencing the first item of your works-cited list entry—usually the author’s surname or, if without an author, the title or description. Additionally, in-text citations can provide the location of what you are referencing, such as the page number of a specific quote. In-text citations can be written out in your prose or included inside parentheses (parenthetical citations), depending on how you introduce the works of other authors into your discussion. The following are a few examples of how to create in-text citations.

When author is mentioned in your prose; location of quote in parentheses

The opening line of Jane Austen’s *Pride and Prejudice* may be one of the most recognized opening lines in English literature: “It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife” (3).

Note: Write author names in full when first mentioned in your discussion; you can then use their surname (last name) throughout the rest of the paper; leave out *p.* before the page number.

When citing two authors in citation

One poignant perspective about engaging in difficult but meaningful constructive conversations is that we must focus on both external (e.g., word choice) and internal (e.g., personality) processes (Kim and del Prado xiii-xiv).

Note: There is no comma between author names and page numbers.

When a source from a website has no page numbers, list only author’s name in citation

Because of their role in soil fertility, underground fungal networks have been referred to as “the circulatory system of the planet” (Harvey).

When the source is a time-based media; time-stamp in parentheses

At the start of this new season, new judge Prue Leith shared some of her perspectives on baking, stating that “baking is such a treat, but it has to be the very best, and it has to be worth the calories” (“Cake Week” 00:01:34-40).

Note: The Work Cited citation for this example does not have an author; the title of the source is used instead. Time-stamps for time-based media are formatted according to hours:minutes:seconds.

When quoting four or more lines of poetry (block quotations)

We’ve braved the belly of the beast. We’ve
learned that quiet isn’t always peace, And
the norms and notions of what “just is”
Isn’t always justice (Gorman 12).

Note:

- Indent a half an inch from the left margin.
- If there is unusual spacing, replicate it as best you can.
- In-text citation is placed at the end of the last line being quoted (as shown in this example) or, if there is not enough space, on the next line and flushed toward the right margin.
- This quotation is taken from a book with page numbers; other sources of poetry may be cited as verses, sonnets, lines, etc. (e.g., lines 20-23). For more information, see pp. 255-258 of the *MLA 9 Handbook*.

Core Elements—The Basics

Author.	<ul style="list-style-type: none"> The creator, entity, government, or organization primarily responsible for creating the work If the author's name is in a form that can be reversed (i.e., has a family name or surname), write their Last name first, followed by a comma, followed by First name—e.g., Kleiner, Fred S. For two authors, reverse the first author's name, followed by a comma, the word <i>and</i>, followed by the second author's name (First then Last or as written in your source)—e.g., Kim, Anatasia S., and Alicia Del Prado. For three or more authors, reverse the first author's name, followed by a comma, the words <i>et al</i>, followed by a period—e.g., Nepl, Tricia K., et al.
Title of Source.	<ul style="list-style-type: none"> If no Title is given, provide a description of the work. Capitalize the first, last, and all principal words and end with a period. <i>Italicize</i> the Title if the work is self-contained (e.g., book, play, movie, manuscript, performance of a play). Place quotation marks (“...”) around the Title if the work is contained in a container (e.g., chapter in an edited book, article in a journal, episode of a TV series).
Title of Container,	<ul style="list-style-type: none"> If the work is self-contained, this element is left blank. <i>Italicize</i> the name of the Container (e.g., <i>The New York</i>
Contributor,	<ul style="list-style-type: none"> List key contributors: translators, editors, film directors, music conductors, performing groups (e.g., dance companies, choirs). These contributors can be listed in the Author element if your discussion focuses on their contributions. Other types of contributors may also be listed if they're important for identifying a source, help shape the work, or if your discussion focuses on their contribution (e.g., audio book narrator, singer, actor).
Version,	<ul style="list-style-type: none"> Examples: edition (e.g., 2nd ed.) or revised edition (rev. ed.); an e-book version (an e-book lacks a URL and needs software to read on a personal electronic device, such as on a Kindle) Abbreviate <i>revised</i> (rev.), <i>edition</i> (ed.); take away superscript (e.g., 6th ed. instead of 6th ed.) Proper nouns are capitalized like Titles and are not abbreviated (e.g., King James Version).
Number,	<ul style="list-style-type: none"> For sources that use a numbering system (e.g., journals, newspapers, multivolume work, comic books) Examples: vol. 1, no. 2; season 8, episode 1
Publisher,	<ul style="list-style-type: none"> The entity that is primarily responsible for producing or making the work available (e.g., publisher of a book, production company, broadcasting network, theater company, government agency that produced a document, entity responsible for content on a website) This element is left blank for periodicals (ongoing publications), self-published works, and websites with the same name as their publishers (e.g., Modern Language Association). Omit initial articles (<i>The</i>) and business words [e.g., <i>Corporation (Corp.)</i>, <i>Company (Co.)</i>, <i>Incorporated (Inc.)</i>, <i>Limited (Ltd.)</i>]. Abbreviate the words <i>University Press (UP)</i>; however, spell out <i>Press</i> if only the word <i>Press</i> is in the name without the word <i>University</i>.
Publication Date,	<ul style="list-style-type: none"> When the work was published (e.g., date of composition, date of revision or upload, when viewed or heard firsthand); use the label <i>forthcoming</i> for a work not yet published If there is more than one Publication Date, select the most recent one of the version you are citing. Abbreviate names of months longer than four letters (e.g., Jan., Feb., Mar.) For e-books, provide only the year. Examples: year (2015), day and month (24 Dec. 2016), season (fall 2014), or time stamp (1:31 p.m.)
Location.	<ul style="list-style-type: none"> Depending on the format of a work, examples can be a page (p. 4), page range (pp. 201-250), DOI, permalink, URL, where the work was viewed or heard, or disc number of a DVD set. In order of preference for website Locations: DOI, permalink, URL Ensure that a DOI is preceded by http:// or https:// (e.g., https://doi.org). Can omit protocol (http:// or https://) unless you want to create a hyperlink or if your software program does not allow a URL without a protocol.

Artificial Intelligence:

The MLA's method for citing sources uses a [template of core elements](#)—standardized criteria that writers can use to evaluate sources and create works-cited-list entries based on that evaluation. That new technologies like *ChatGPT* emerge is a key reason why the MLA has adopted this approach to citation—to give writers flexibility to apply the style when they encounter new types of sources. In what follows, we offer recommendations for citing generative AI, defined as a tool that “can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content” (Weed).

You should

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
- take care to vet the secondary sources it cites (see example 5 below for more details)

See below for specific examples. And keep in mind: the MLA template of core elements is meant to provide flexibility in citation. So if you find a rationale to modify these recommendations in your own citations, we encourage you to do so. We've opened this post up for commenting, so let us know what you think and how you're using and citing generative AI tools!

Using the MLA Template

Author

We do not recommend treating the AI tool as an author. This recommendation follows the [policies](#) developed by various publishers, including the MLA's journal *PMLA*.

Title of Source

Describe what was generated by the AI tool. This may involve including information about the prompt in the Title of Source element if you have not done so in the text.

Title of Container

Use the Title of Container element to name the AI tool (e.g., *ChatGPT*).

Version

Name the version of the AI tool as specifically as possible. For example, the examples in this post were developed using *ChatGPT* 3.5, which assigns a specific date to the version, so the Version element shows this version date.

Publisher

Name the company that made the tool.

Date


Give the date the content was generated.


Location

Give the general URL for the tool.[1](#)

Example 1: Paraphrasing Text

Passage in Source

 Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald.

 In the novel *The Great Gatsby*, the green light represents various symbolic meanings, including:

1. Hope and Promise: The green light is first seen at the end of Daisy's dock across the water from Gatsby's mansion. For Gatsby, the green light symbolizes his hopes and dreams of being reunited with Daisy and winning her back.
2. Illusion and Deception: The green light also symbolizes the illusory nature of the American Dream and Gatsby's belief that he can attain it by acquiring wealth and social status. The green light represents the idea that achieving the Dream is like chasing a mirage or a ghost, something that always remains just out of reach.
3. Money and Materialism: The green light also represents the materialistic values of the wealthy characters in the novel. For example, the green light serves as a reminder of the wealth and privilege that Daisy and her social circle enjoy, and that Gatsby is striving to attain.
4. Envy and Jealousy: The green light also symbolizes Gatsby's envy and jealousy of Tom Buchanan, Daisy's husband, who represents the established wealthy class that Gatsby is trying to break into.

Overall, the green light in *The Great Gatsby* is a powerful symbol that conveys the themes of hope, illusion, materialism, and envy that run throughout the novel. It serves as a reminder that the American Dream is often an elusive and unattainable goal, and that wealth and status do not necessarily bring happiness or fulfillment.

Quoted in Your Prose

When asked to describe the symbolism of the green light in *The Great Gatsby*, ChatGPT provided a summary about optimism, the unattainability of the American

dream, greed, and covetousness. However, when further prompted to cite the source on which that summary was based, it noted that it lacked “the ability to conduct research or cite sources independently” but that it could “provide a list of scholarly sources related to the symbolism of the green light in *The Great Gatsby*” (“In 200 words”).

Works-Cited-List Entry

“In 200 words, describe the symbolism of the green light in *The Great Gatsby*” follow-up prompt to list sources. *ChatGPT*, 13 Feb. version, OpenAI, 9 Mar. 2023, chat.openai.com/chat.

While we’ve provided fairly detailed descriptions of the prompts above, a more general one (e.g., Symbolism of the green light in *The Great Gatsby* prompt) could be used, since you are describing something that mimics a conversation, which could have various prompts along the way.

Example 3: Citing Creative Visual Works

If you are incorporating an AI-generated image in your work, you will likely need to create a caption for it following the guidelines in [section 1.7](#) of the *MLA Handbook*. Use a description of the prompt, followed by the AI tool, version, and date created:



Fig. 1. “Pointillist painting of a sheep in a sunny field of blue flowers” prompt, *DALL-E*, version 2, OpenAI, 8 Mar. 2023, labs.openai.com/.

You can use this same information if you choose to create a works-cited-list entry instead of including the full citation in the caption (see *MLA Handbook*, sec. 1.7).

Example 4: Quoting Creative Textual Works

If you ask a generative AI tool to create a work, like a poem, how you cite it will depend on whether you assign a title to it. Let's say, for example, you ask *ChatGPT* to write a villanelle titled "The Sunflower" that—you guessed it!—describes a sunflower and then quote it in your text. Your works-cited-list entry might look like this:

"The Sunflower" villanelle about a sunflower. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

If you did not title the work, incorporate part of or all of the first line into the description of the work in the Title of Source element:

"Upon the shore . . ." Shakespearean sonnet about seeing the ocean. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

For guidance on using descriptions and text from the work itself in the Title of Source element, see the *MLA Handbook*, 5.28 and 5.29.

Example 5: Citing Secondary Sources Used by an AI Tool

You should also take care to vet the secondary sources cited by a generative AI tool—with the caveat that AI tools do not always cite sources or, when they do, do not always indicate precisely what a given source has contributed. If you cite an AI summary that includes sources and do not go on to consult those sources yourself, we recommend that you acknowledge secondary sources in your work.

For example, let's say that you ask Bing AI to explain the concept of the political unconscious, citing sources, and it provides the following answer:

The political unconscious is a concept created by Fredric Jameson to articulate the implicit political dimension of creative works¹. It was first proposed in his book "The Political Unconscious: Narrative as a Socially Symbolic Act" (1981)¹. The concept draws on and adapts Freud's notion of wish-fulfilment and Lévi-Strauss's notion of the savage mind ('pensée sauvage') to construct the hypothesis that artistic works can be seen as symbolic solutions to real but unconsciously felt social and cultural problems¹.

Would you like more information on this topic?

Learn more: [1. oxfordreference.com](https://1.oxfordreference.com) [2. degruyter.com](https://2.degruyter.com) [3. books.google.com](https://3.books.google.com)
[4. en.wikipedia.org](https://4.en.wikipedia.org) [5. oyc.yale.edu](https://5.oyc.yale.edu) — see less

1 of 15 ●

Let's say that you then decide to quote from the final sentence. You need to click through to the source listed in the note in order to get more information than just a URL for the source. There, you will read the following:

The screenshot shows the Oxford Reference website interface. At the top, the 'Oxford Reference' logo is on the left, and a search bar with a red magnifying glass icon is on the right. Below the logo, there's a teal navigation bar with 'Subject' and 'Reference Type' dropdown menus, and links for 'My Content (1)' and 'My Searches (0)'. On the right side of this bar are icons for printing, downloading, and other actions. The main content area is divided into two columns. The left column contains a 'Sign in' form with fields for 'Username' and 'Password', a 'Sign in' button, and links for 'Forgot password?' and 'Don't have an account?'. Below the form is a link to 'Sign in via your Institution'. The right column features a section titled 'OVERVIEW' for the entry 'political unconscious', followed by a 'QUICK REFERENCE' section with a paragraph of text.

Oxford Reference

Search

Subject Reference Type My Content (1) My Searches (0)

Sign in

Username

Username

Password

Password

Sign in Forgot password? Don't have an account?

Sign in via your Institution

OVERVIEW

political unconscious

QUICK REFERENCE

A concept created by Fredric Jameson to articulate the implicit political dimension of creative works. First proposed in *The Political Unconscious: Narrative as a Socially Symbolic Act* (1981), the political unconscious draws on and adapts Freud's notion of wish-fulfilment and Lévi-Strauss's notion of the savage mind ('pensée sauvage') to construct the hypothesis that artistic works can be seen as symbolic solutions to real but unconsciously felt social and cultural problems. The task of the cultural critic is then to find the means of reconstructing the original problem for which the text as symbolic act is a solution. This approach to textual criticism turns not so much on the question of what does a particular text mean as why it exists in the form that it does.

Now, you can treat *Oxford Reference* as your source since Bing AI was merely a research conduit to the source (see *MLA Handbook* 5.34 for more information). If for some reason you want to treat a source cited in a generative AI tool as an indirect source—and you know it is, in fact, the source for the information provided by the AI, follow the guidance in section 6.77 of the *MLA Handbook*.

Note

1. At the time of writing this post, *ChatGPT* doesn't have a built-in feature to create a unique URL to the conversation. However, an outside tool like the Chrome extension *ShareGPT* can generate such a link. If you use that type of outside tool, include the unique URL that the tool generates instead of the general URL.

DALL-E allows users to download the AI-generated images they create or generate a publicly-available URL that leads to an image. If you choose to create a shareable link for an image you generate with *DALL-E* (or other similar AI image generators), include that unique URL that leads to the image instead of the general URL.

Bibliography

MLA Handbook. 9th ed., Modern Language Association of America, 2021. *MLA Handbook Plus*, 2021, mlahandbookplus.org/.

Weed, Julie. "Can ChatGPT Plan Your Vacation?" *The New York Times*, 16 Mar. 2023, www.nytimes.com/2023/03/16/travel/chatgpt-artificial-intelligence-travel-vacation.html