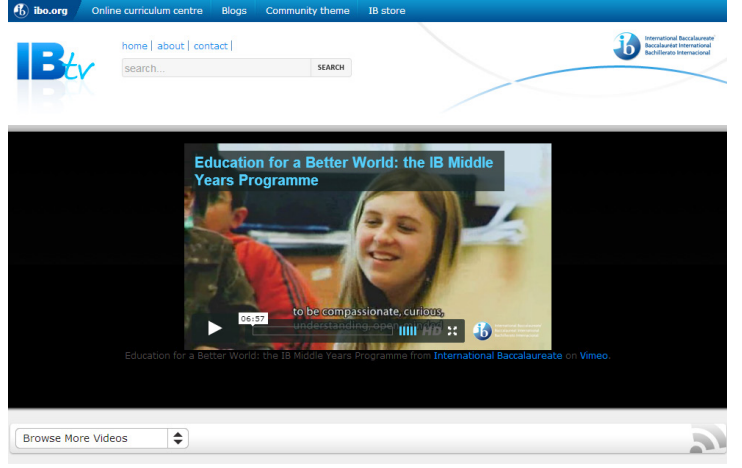
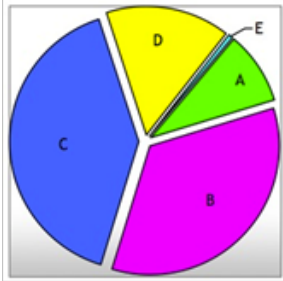

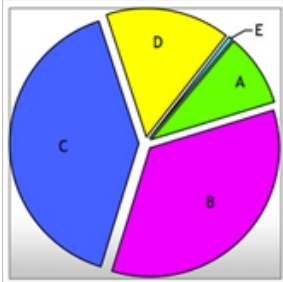
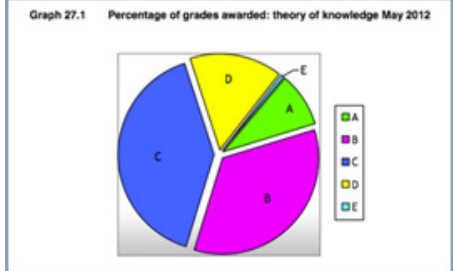
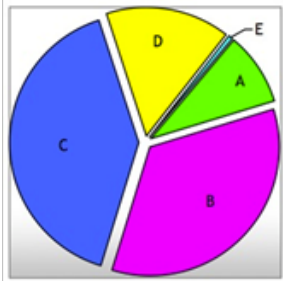


		Citing printed sources	Source material
Quotation	Author	Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2).	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author–date	Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012: 2).	
	Numbered footnote	As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . p 2.	
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).	
	Author–date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . p 2.	

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	Royce, suggesting that ability to read is “a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important” (1995).	
	Numbered footnote	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”. ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	<p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

		Citing an online video clip	Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate).	 <p>The screenshot shows the IBtv website interface. At the top, there are navigation links for 'home', 'about', and 'contact', along with a search bar. Below this, a video player is embedded, displaying the title 'Education for a Better World: the IB Middle Years Programme'. The video player includes a play button, a progress bar, and a volume icon. Below the video player, there is a 'Browse More Videos' button and a RSS feed icon.</p>
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	
Paraphrase	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate).	<p>Reference: International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327. Accessed 30 November 2013.</p>
	Author-date	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate 2010).	
	Numbered footnote	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	

		Citing social media	Source material
Quotation	Author	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB".	
	Author-date	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner (2013) declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB".	
	Numbered footnote	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB". ⁴ ⁴ Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.	
Paraphrase	Author	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner).	Reference: Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ...". The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.
	Author-date	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner 2013).	
	Numbered footnote	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university. ⁴ ⁴ Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.	

	Citing an image	Source material
Author	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>The IB Diploma Programme Statistical Bulletin</p> <p>May 2012 Examination Session</p>
Author-date	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>Graph 27.1 Percentage of grades awarded: theory of knowledge May 2012</p>
Numbered footnote	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012.⁵</p> <p>⁵ IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.</p>	<p>Reference:</p> <p>IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.</p>