



Academic Integrity Policy

10X International School Mysuru

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1. 10X International Vision and Mission Statement

Vision-

To empower a student to create their own future through agency, purpose, and innovation,

Mission-

Academic Excellence X Human Values X Innovation

2. IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

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



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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3. Academic Integrity Policy Statement:

At 10X International School, Mysuru, we aim to harness the positive power of academic excellence, exponential technologies, and innovative competencies to create tomorrow's leaders. Leaders are recognized by their display of moral authority, which can be derived from their core values, belief systems, and character and integrity. We uphold the values of integrity, trust, equity, fairness, and accountability as the foundation of our academic integrity policy.

We believe that academic integrity is a guiding principle in education and a choice to act responsibly so that others can trust us. It is the foundation for ethical decision-making and behaviour in producing legitimate, authentic, and honest scholarly work. For us, academic integrity goes beyond a definition and a well-structured school policy; it is, in fact, the “ethical culture” of our institution.

4. Understanding Academic Integrity:

4.1. Why should one cite?

The IB document ‘Effective citing and referencing’ explains that adequately citing sources and influences is vital to academic scholarship and intellectual exchange. Accurate references show that the author can draw their conclusions.

4.1.1. Citation and referencing:

- shows respect for the work of others
- helps distinguish the author’s work from the work of others who have contributed
- allows checking the validity of the use of other people’s work
- allows following up references, out of interest
- gives proper credit to the research process
- demonstrates the ability to use reliable sources and critically assess them to support work
- establishes the credibility and authority of knowledge and ideas
- attributes ownership if the author’s ideas or conclusions are incorrect

- enables everyone to draw their conclusions about a work
- establishes the academic credibility of the author.

4.2. Key Terms and some related examples:

Academic integrity

Academic integrity is a guiding principle in education and a choice to act responsibly so that others can trust us as individuals. It is the foundation for ethical decision-making and behaviour in producing 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. It can happen before, during, or after the completion of an assessment component or examination.

Student academic misconduct

The International Baccalaureate (IB) defines academic misconduct by students as intentional or unintentional behaviour that could unfairly advantage the student or others in one or more assessment components.

Academic misconduct is behaviour that disadvantages another student. This includes any actions that may compromise the integrity of IB examinations and assessments, regardless of whether they take place before, during, or after the examination or assessment and whether it is conducted on paper or online.

Intellectual Property

It is important to note that an individual's intellectual property, or the result of their original ideas, is typically protected by law. This protection can take various forms, including patents, registered designs, trademarks, moral rights, and copyrights. Intellectual property refers to a person's scholarly and creative expression in educational settings.

Authenticity

As per the IB guide 'Effective citing and referencing', when creating an authentic piece of work, the students are expected to:

- Undertake research on what is already known about a subject.
- analyze associated research in the context of the work to be produced.
- compare and/ or contrast existing knowledge against their findings/ thoughts/ opinions.
- synthesize and present the document they have created appropriately for the expected audience,
- acknowledge all contributing sources accurately and appropriately.

Collaboration

The development of ideas often benefits from healthy collaboration with others. According to MYP: From Principles into Practice, “collaboration may be loosely defined as working together on a common aim with shared information. (Collaboration is) an open and cooperative behaviour that does not result in allowing one’s work to be copied or submitted for assessment by another.”

Collusion

This refers to assisting another student in malpractice by allowing one's work to be copied or submitted for assessment.

Difference between Collusion and Collaboration

Collusion is frequently mistaken for collaboration. While collaboration involves working together, collusion happens when a student uses the work of fellow learners without giving proper credit. In contrast, collaboration does not include permitting one's work to be copied or submitted by someone else as their own.

Examples

- When students share answers to tests and assignments that are meant to be completed individually.
- When students allow their work to be shared online for the benefit of others.
- One student does all the work during collaborative projects, while others take credit without contributing.
- In pair work, when one student does all the work, and the other copies the results to pass off as their own.
- When students submit work with their names on it without actually participating in the effort.

Plagiarism

This refers to representing someone else's ideas or work as the student's own. This includes using translated materials unless they are appropriately indicated and acknowledged.

Examples

- When students ask someone to write their essay or pay someone to do it.
- When students conduct research but fail to acknowledge their sources properly, they claim the content as their own.
- When students collect data, images, and ideas, they present them as their work.
- When students use downloaded images in their projects or presentations without giving due credit to the original owner.
- When students directly copy ideas from sources without proper acknowledgment and present them as if they are their own.

Sabotage

This damages another student's work, property, or school resources to hinder academic progress.

Fabrication

Fabrication involves accurately creating and presenting false information, including falsifying results in submitted work or providing fake documents to the school.

Double-dipping

This refers to submitting the same work for different assessments or requirements.

Example:

- Students submit the same work/ essay for two assignments in one subject.
- Students submit work that was previously created and submitted by a senior.

Examination misconduct

- If a student is found to possess unauthorized materials during an oral or written exam, such as mobile phones, textbooks, notebooks, or smartwatches, this is considered a violation. This includes situations where these unauthorized materials are left in the washroom or placed in a location that allows easy access for students, enabling them to gain an unfair advantage during the exam. When addressing this issue, consideration will be given to whether the student had the potential to gain, intended to gain, or gained an advantage using these unauthorized materials.
- When a student disobeys instructions that align with 10X International School Mysuru or IB examination regulations for conducting the examination.
- Any instance of communication or attempted communication between two students during an examination session.
- In cases where a student has plagiarized or copied another student's work during an examination session.

5. Role of different stakeholders:

5.1. The School Leadership Team:

The team will ensure that:

- Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community.
- This policy is introduced to all stakeholders at the beginning of each school year when they receive an orientation on what academic integrity entails and an explanation of

what constitutes malpractice. If a student, teacher, or staff member joins at a later date or needs additional support, the school leadership team must ensure his/ her orientation/ reinforcement in this regard.

- Teachers receive support and guidance to help them teach about academic integrity and provide opportunities for students to practice it in all subjects.
- Students and parents will be informed about how incidents of academic dishonesty and malpractice will be investigated and the potential consequences of such actions.
- Before all scheduled exam sessions, the exam officer or respective coordinators will inform teachers and candidates about the "Conduct of Examinations" rules during orientation sessions.
- The School Leadership Team supports teachers in reporting and investigating student academic misconduct or maladministration cases. The team may designate a staff member to provide advice specific to the nature of the incident and the subject affected and recommend the appropriate penalty in line with internal school policy.
- The school has an academic integrity policy, with scheduled plans for reviews and updates.
- IB is immediately notified of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations by the procedures described in the program's relevant documents.
- The school supports the IB in any investigation into possible student academic misconduct and/or school maladministration, following guidance provided by the IB.

5.2. Program Coordinators:

To uphold academic integrity within the 10X International School Mysuru community, the program coordinators are expected to commit to the following responsibilities-

- They should act as role models and exhibit honest, ethical, and responsible behaviour to set an example for all stakeholders.
- Provide support and guidance to ensure all stakeholders understand and follow academic integrity norms, including proper referencing and citation methods.
- Ensure teaching and learning activities adhere to IB policies, subject guides, and regulations, maintaining fairness and consistency in their application.
- In collaboration with the school Librarian, organise meetings with teachers, students, and parents to explain the academic integrity policy, address queries, and foster a shared understanding of expectations.
- Collaborate with the school leadership team to secure adequate resources, such as teacher training, library materials, laboratories, computer equipment, and technological tools like Turnitin, to facilitate academic integrity.
- Ensure all policies, IB regulations, and subject guides are easily accessible in print and electronic formats, the library, and the school's website.
- Act decisively in the cases of academic misconduct or maladministration, ensuring incidents are promptly reported to school leadership and/or the IB as appropriate.

- Ensure compliance with IB's secure storage policy for confidential materials and the proper conduct of IB examinations.
- Oversee investigations into academic misconduct or maladministration incidents, ensuring alignment with school and IB policies.
- Ensure all staff, including teachers and librarians, are adequately trained to support students in understanding and adhering to academic integrity practices.

5.3. Teachers:

Teachers are responsible for making explicit links in the curriculum with appropriate support and practices for implementing the academic integrity policy in the teaching and learning process.

These responsibilities include:

- Ensuring that students fully understand the expectations and guidelines of all subjects.
- Ensuring that students understand what constitutes academic misconduct and its possible consequences.
- To prevent collusion, develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessments.
- Ensuring all student work is appropriately labelled and saved to avoid errors when submitting assessments to the IB.
- Keep electronic copies of students' past work for 3 years if a plagiarism check is required.
- Responding to student academic misconduct and supporting the school's and IB's investigations.
- Responding to school maladministration and supporting the school's and IB's investigation.
- A teacher will adhere to academic integrity in all components of his/ her work, including—but not limited to—unit plans, lesson plans, course overviews, and assessment tasks. He/ she will ensure the fair and consistent implementation of academic integrity while assessing the student's work.
- A teacher will guide students on correctly citing sources per various formats such as MLA.
- The identification and explicit teaching of Approaches to Teaching (ATT) skills related to academic integrity practices.
- Developing a positive school culture of academic integrity and a safe learning environment for authentic research.
- A teacher will not claim the work of others as their own as new and original if it has been taken from an existing source. This may include worksheets and teaching resources. They will give credit to the original authors of these resources.
- Suppose any malpractice is identified in final submissions (such as Personal Projects in MYP, TOK commentaries, TOK Essay, Extended Essay, and Internal Assessments in DP). In that case, the teacher will report the incident with all supporting documents to the respective Program Coordinators.

Make the Approaches to Learning (ATL) skills, particularly information literacy skills, an explicit focus of teaching and learning.

5.4. Librarians:

The librarian collaborates with program coordinators and teachers to create a conducive physical environment and provide appropriate research resources for students.

The Librarian will also support in:

- the development of a robust, current, organised, relevant, and age-appropriate collection in the library for research
- the development of the library as a safe learning environment, a conducive space for authentic research, and the promotion of a positive culture toward academic integrity.
- Offer support and guidance to all stakeholders in adhering to Academic Integrity norms, ensuring a clear understanding of proper referencing and citation methods when using online or offline resources.
- In developing authentic work, guiding students in essential aspects and skills related to information and media literacy, and promoting academic integrity.

5.5. Students:

IB students are expected to be able to distinguish between what is right and what is wrong. Students must adhere to the academic integrity policy as one of the most important attributes is to be “principled”, and all students participating in IB programs are expected to act honestly, responsibly, and ethically.

To achieve this, they must:

- Understand and accept the principles of academic integrity and face the associated challenges.
- Ensure that all written or oral submissions properly acknowledge sources and references.
- Follow the specific guidelines for referencing and acknowledgement that are expected for their grade level.
- Students should apply various strategies learned in different classes, such as paraphrasing, summarising, referencing, evaluating sources, and developing a research plan.
- Make clear which words, ideas, images, and works are not your own (including maps, charts, musical compositions, movies, computer source codes, and other material).

- Give credit for copied, adapted, and paraphrased material and/or artistic products. When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited), and all sources listed in the bibliography (or reference list/list of works cited) must be mentioned in the text.
- 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, pre-written essay banks, or file-sharing websites.
- If they have any doubts about their practices, they should approach their teachers, librarian, or program coordinators for clarification and guidance.
- Recognize that they are accountable for actions and behaviours online and show responsible use of the internet and social media platforms, including but not limited to not communicating about the content of an examination 24 hours before or after the examination with others outside their school community as this is also considered a breach of IB regulations.

5.6. Parent/ Guardians:

Parents/ Guardians support by fostering a culture of academic integrity at home.

- At the beginning of each academic year, parents/guardians attend orientation sessions where they learn about the importance of academic integrity. They must appreciate that the principle of academic integrity is a fundamental part of the IB's educational philosophy.
- They should understand what constitutes academic misconduct and its consequences.
- Parents/guardians should assist students only in reviewing content and not completing assignments for them, as this would be considered collusion.
- Parents/ Guardians must ensure that all external sources are acknowledged and appropriately referenced.
- Parents/Guardians are advised to consult the program coordinators or teachers for more clarification/ guidance if they are unsure about any practice at home.
- When addressing a child's violation of academic integrity, parents/guardians should engage in a calm and constructive conversation with the child about the incident, exploring the reasons behind it and other relevant details. They should also collaborate with program coordinators to discuss potential next steps to ensure adherence to the academic integrity code in future submissions.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.

6. Spreading awareness and extending support:

6.1. General Information:

At 10X International School Mysuru, students will be following the updated (MLA) conventions for citing and referencing sources in all their work/ submission documents.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination. For these reasons, a student's intent cannot be considered if the IB investigates an alleged breach of the General regulations of IB's related Programme. Be aware that a breach of IB regulations will have serious consequences.

6.2. Approaches to Learning:

According to "MYP: From Principles into Practice," published in May 2014 and reviewed in 2017 with updates in 2022, the Approaches to Learning framework focuses on developing skills that are relevant across the curriculum and help students "learn how to learn." These skills, whether practiced individually or together, contribute to a set of competencies that enable students to engage in effective research and inquiry, ensuring that their work remains academically honest.

In each unit, teachers select relevant skills that are essential for students to demonstrate understanding and succeed in summative assessments. They also identify explicit strategies to teach these skills. By practicing these skills through various methods, students build a strong foundation for independent and lifelong learning. These Approaches to Learning (ATL) skills are integrated into both formative assessments and the overall learning experiences of the unit. Student development of these skills is evaluated through summative assessments and self-reflection; while adhering to all standards of Academic Integrity.

6.3. Rules for acknowledging and referencing sources:

(MYP Programme- Personal Project)

(IB Diploma Programme – Extended Essay, Theory of Knowledge, and Internal Assessments)

Purpose

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10X International School, Mysuru. (Academic Integrity Policy- last reviewed in April 2026)

The purpose of this policy is to ensure consistency, academic integrity, and adherence to internationally recognized referencing standards across all IB Diploma Programme (DP) components. Proper citation practices are essential for developing students' research skills, avoiding plagiarism, and fostering ethical scholarship.

Scope

This policy applies to all students undertaking the IB Diploma Programme and covers the following components:

- Extended Essay (EE)
- Theory of Knowledge (TOK) Essay and Exhibition
- Internal Assessments (IAs) across all subjects

Referencing Standards

1. General Rule (All Subjects Except Psychology)

All students are required to follow the **MLA 10 (Modern Language Association, 10th Edition)** referencing style for:

- E-Portfolio (MYP Programme)
- Personal Project (MYP Programme)
- Theory of Knowledge (TOK)
- Internal Assessments (IAs)
-

This includes:

- In-text citations
- Works Cited page
- Formatting of quotations, paraphrasing, and sources

Subject-Specific Exception (Psychology)

For **Psychology**, students must follow the **APA (American Psychological Association) style (latest edition)** for:

- Internal Assessments
- Extended Essay (if written in Psychology)

This includes:

- In-text citations (author-date format)
- Reference list formatting
- Presentation of research studies and statistical data

Implementation Guidelines

- Teachers will provide subject-specific guidance and exemplars to support students in applying the correct referencing style.
- The school will conduct workshops on MLA and APA referencing at the beginning of the DP programme.

All submitted work must strictly adhere to the prescribed referencing format.

Failure to comply with the required referencing style may:

- Result in penalties as per the school's academic integrity policy
- Be considered a breach of academic honesty if sources are not properly cited

Students are responsible for:

- Acknowledging all sources used
- Ensuring accuracy and consistency in citations
- Submitting original work

By adhering to MLA 10 and APA (specifically for Psychology) referencing conventions, students will develop strong research, writing, and critical thinking skills essential for success in the MYP and IB Diploma programme

6.4. Rules for the use of Artificial Intelligence (AI) tools:

The main objective of academic integrity is to bring transparency to understanding, thinking, and knowledge. Students need to attain mastery in the technical components of academic integrity, which include referencing correctly and ethical usage of AI tools. It is right for the entire school community to know that IB does not regard work produced by students, even if partly by such tools, as the authentic work of the student; therefore, any AI-generated image, text, or even graphics must be acknowledged like any other source. The source must be properly credited in the body of work and referenced in the bibliography. Any breach of this is considered academic misconduct.

6.5. Educational Technology Solutions:

At 10X International School, Mysuru we will be deploying Turnitin, an originality and plagiarism checker software, to assist in the implementation of this policy. Teachers and students are trained to use Turnitin both as a preventive and an investigative tool. Further, Turnitin is integrated into the Toddle for all MYP and DP classes; hence, all submitted student works to Toddle automatically undergo Turnitin checking.

6.6. PD sessions for the staff and 10X community:

All teachers and other stakeholders are expected to abide by the expectations set in this policy. As such, professional development in the form of in-house and external seminars, workshops, and formative feedback is designed and invested in to ensure that teachers and staff understand and apply the standards set in this policy in their work.

7. Reporting matters and recording and monitoring:

When a case of academic misconduct is identified, the school leadership team (or its designated staff member/ team) reviews the case and suggests ways to meet consequences after due investigation. The student(s) accused of breaches of academic integrity will be asked to submit an official statement to this team/ person, explaining their version of the story. This team/ person will duly and fairly deliberate on the matter/records placed before it and will provide the ruling. All records of these investigations will be placed in the accused student's file under the School Office and will also be filed by the IB Programme coordinator in his/her student records. All investigations will be used to inform revisions and the development of the academic integrity policy in succeeding reviews.

8. Consequence of breaching the policy:

8.1. Internal Sanctions:

At 10X International School Mysuru, we hope to build a culture that deters students from being academically dishonest. However, in case such instances are observed, the following actions are to be taken:

- If a student has not submitted the authentic work, he/she will have to redo their work, or a new assignment will be allocated to meet the learning objectives
- If the final copy of the Personal Project/ E Portfolio/ Extended Essay/ TOK Essay or any other external components (including subject-specific IAs) contains plagiarized material, in any part of the full content, the IBO will be notified about it through the supervisor's report. This may result in the student not being awarded a Diploma.
- During the examination if a student is caught cheating, the invigilator will take the following steps to address this:
 - Separate the unauthorized material along with the answer script and give the student a new answer script to begin the exam again. In this scenario, no extra time will be awarded to the student.

- In the case of conspiracy, both students involved will be separated and asked to start over, without the benefit of extra time.
- The unsanctioned material along with the original examination paper will be handed over to the programme Coordinators concerned. The invigilator must also submit a written incident report.
- The Program Coordinator, the concerned Faculty member, and the Director will decide on the consequences of cheating in an examination. The consequences may range from:
 - Marking only the second answer script. Parents will be kept informed of such a decision as well.
 - Granting no grade for that paper, as well as calling in the parents.
 - Mailing a report of malpractice to the IBO. The MYP/DP Coordinators will oversee this.
- The age and history of any past such event related to this student will be taken into consideration while deciding the repercussions of academic dishonesty in an examination. If malpractice occurs in the mock examination, just before the MYP/DP Final Examination, the student will not be awarded a grade in that paper component.

In a nutshell, the consequences for Academic misconduct may include (but are not limited to) the following:

- Counseling and/or attending an Academic Honesty Support Workshop
- Parent notification (e.g. phone call, progress report, conference)
- No grade was recorded for the assignment in question
- Withdrawal from activities and events
- Loss of course credit
- Redo the task under teacher's supervision
- A note on the student's permanent record/transcript
- Suspension from school
- Expulsion from 10X School.

For repeated offenses of academic misconduct, the consequences will be handled on a case-by-case basis and will be formally documented/communicated at the discretion of the administration. If the students are removed from any examination or testing situation for academic misconduct, their test/exam paper will be canceled and no grade awarded. This also applies when, after the examination, academic misconduct is found to have occurred during the examination.

Please note that if universities or colleges ask 10X School, Mysuru for information regarding suspensions or other disciplinary actions, 10X School, Mysuru will inform the inquiring institution(s) of the violation. The student may also be suspended or removed from elected or appointed leadership positions for the current school year (Student Council, etc.)

8.2. External Sanctions:

External sanctions are imposed by the IBO in cases of malpractice related to the final work submitted by a student for the MYP or DP assessments. If malpractice is detected during the preparatory stage, internal sanctions are applied, allowing the student a chance to correct their mistake. However, if malpractice is identified after the submission of the work or at a much later stage, the actions taken will be in accordance with IB guidelines.

8.3. Consequences (as outlined by IB):

1. If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as academic infringement.
2. If a candidate is found to have plagiarized all or part of any assignment, then no grade will be awarded for the subject. This automatically means that no IB certificate can be awarded.
3. Misconduct during an examination will result in no grade being awarded for the specific subject involved.
4. If a candidate falsifies a CAS record, no diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed.
5. If the malpractice case is profoundly serious, the candidate may not be allowed to reregister for examinations in any future session.
6. An IB certificate may be withdrawn from a candidate if malpractice is subsequently established.
7. An appeal may be made to the final award committee considering new factual evidence within three months of the original decision.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations.

See a full list of IB sanctions- Penalty Matrix in Appendix 2

9. Policy review and communication:

Review:

Per instructions from the principal, the policy will be reviewed at the end of the academic year by the program coordinators, heads of department, Librarian, and subject teachers. Student and parent representatives will also be included/ consulted.

Communication:

The Academic Integrity Policy is communicated to all stakeholders at the start of each academic year. Parents, students, administrative officials, and teachers are part of an orientation regarding the Academic Integrity Policy. This policy is also accessible on the 10X International School, Mysuru website.

10. Policy Cross Reference:

This document should be used in conjunction with the following documents:

- 10X International School, Mysuru, Language Policy
- 10X International School, Mysuru, Assessment Policy

11. Policy Revision:

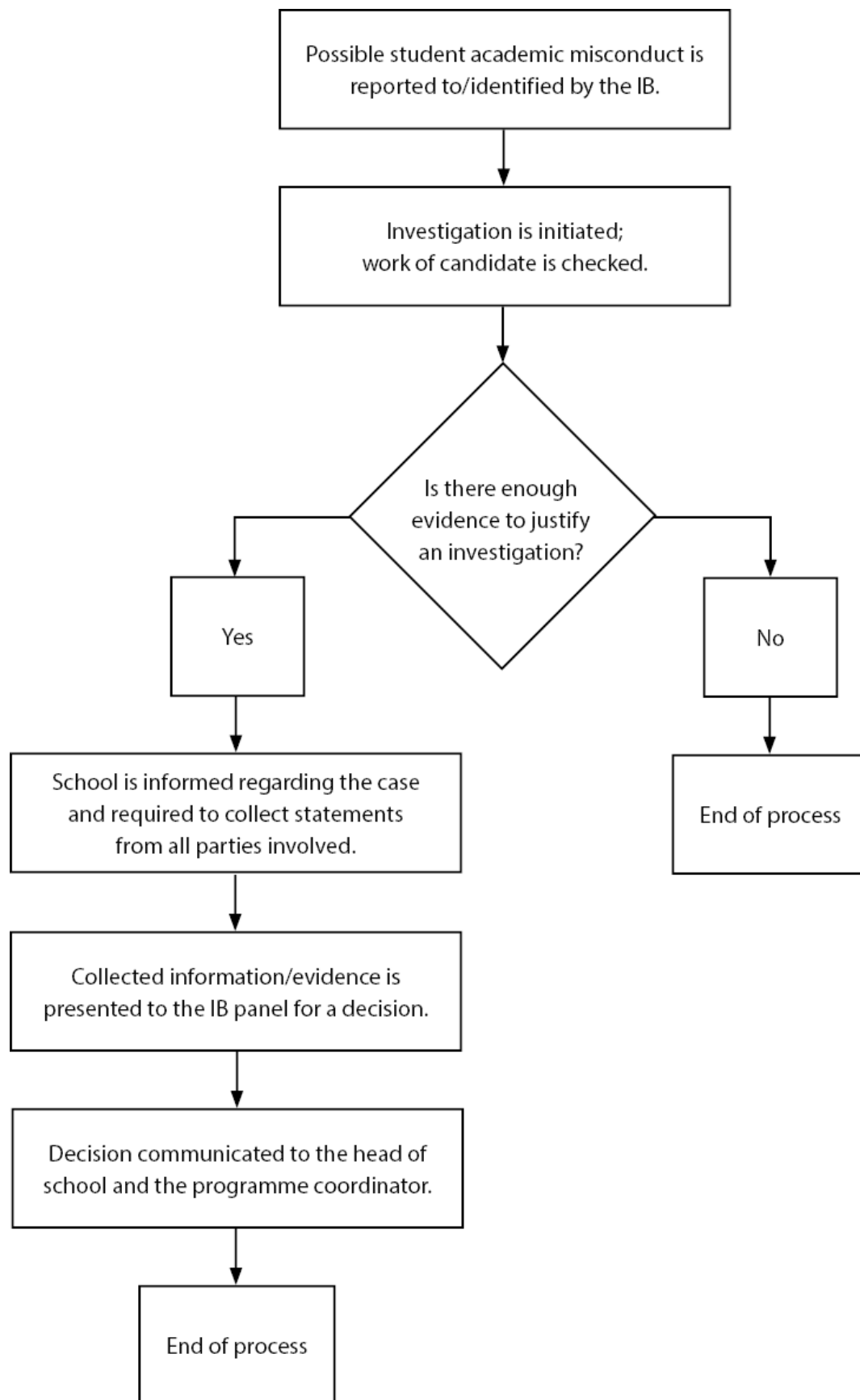
The policies are updated once every year. Typically, the revision takes place during the period from 11th July to 28th July. We also track various updates from IB through IB publications and PRC. In case of a revision by IB, the policy will be updated accordingly.

To enhance the language, we have used various AI models with the prompt <improve it>.

To assist the writing process, these Grammarly AI prompts were often used:
Prompts created by Grammarly - "Improve it"

12. Appendix:

Appendix 1 - Student academic misconduct -Investigation flowchart:



Appendix 2 - Examples of some cited and referenced sources:

MLA 10 – Best Practice Citation Examples

a. Book (Single Author)

Hobsbawm, Eric. *The Age of Extremes: The Short Twentieth Century, 1914–1991*. Vintage, 1996.

b. Book (Two Authors)

Storey, John, and Graeme Turner. *Cultural Studies and the Study of Popular Culture*. Edinburgh UP, 2008

c. Book (Three or More Authors)

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Appendix 3 - (Penalty Matrix):

Written and oral coursework and examinations:

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
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	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
Plagiarism- Copying from external sources or peers	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism	Students took minimal steps that were clearly insufficient to prevent their work being copied.	Students took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	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.	Students actively tried to sell, or exchange, the work of third parties to be submitted by others.
<i>Students facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>				
Collusion	The work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable
<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. Collusion covers those cases where students have used a common write-up for a group rather</i>				

<i>than written their own</i>				
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

Explanatory notes

1. Level 3a penalty: This depends on the seriousness of the incident; the penalty can be extended to several or all of the session's subjects.
2. A Level 3b penalty will be applied to IB students involved in misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component), the penalties for level 2 and level 3a have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file sharing sites.
5. Minor offences may include but are not restricted to:
 - conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - Inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:
 - conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
 - conducting research or fieldwork that damages the environment
 - including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:
 - producing any work that denigrates personal, political and/or spiritual values and/or contains offensive remarks about race, gender, or religious beliefs

- falsification or fabrication of data in producing any work
 - Inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
8. Unauthorized materials or items may include but are not restricted to:
- mobile phones
 - notes
 - study guides
 - candidate's own rough or scratch paper
 - non-permitted dictionaries
 - Other prohibited electronic devices include smart watches or smart glasses.
9. Misconduct during examinations may include but is not restricted to:
- failing to abide by invigilator instructions
 - disruptive behaviour
 - attempting to remove examination materials from the examination room
 - leaving the examination room without permission.
10. Social media or messaging/communication platforms and tools
11. Mitigating circumstance
- In this context, if the candidate in possession of live examination content reports it to their school administrators as soon as possible, the IB will consider not applying a penalty for academic misconduct.
12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:
- facilitating information to other candidates during the completion time of the examination
 - distributing live examination content before, during or after the scheduled time of that examination through any means.

13. References:

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