Effective citing and referencing

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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.

Contents

Introduction

The effective citing and referencing of sources and influences used in academic writing is at the heart of good scholarship and fundamental to academic integrity. This guide is for the whole International Baccalaureate (IB) community and sets out the why, what, when and how of this important skill. It also contains useful examples and definitions, as well as frequently asked questions and a documentation checklist. Please note that this publication is intended for **guidance only**. It is not a regulatory document.

Members of the IB community produce different types of documents and other forms of work, some of which rely on resources created by other people. In order to follow good academic practice, all ideas, words or work of other people must be properly and appropriately acknowledged.

When creating an authentic piece of work, the author is expected to:

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

The ways in which contributing sources and influences are appropriately acknowledged may vary according to format and audience. For example, the presentation of sources will differ in a newspaper article, a piece of fiction, an artwork or musical performance and a piece of academic writing. The important thing is that sources and influences are honestly and fully acknowledged. In academic writing and any work presented for assessment, it is essential to acknowledge sources appropriately and in a consistent style.

When the work of other people is used to support the creation of something new or demonstrate divergent opinions, it is essential to give credit. All readers and audiences benefit from understanding how and what ideas contributed to an original piece of work.

> 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.

Failing to show the use of someone else's words, work or ideas without indicating the origin is misleading. If this gives the impression that such words or ideas are the author's own when they are not, it is not only bad scholarship but—whether deliberate or unintentional—may be deemed as academic misconduct. This could lead to an investigation and, potentially, penalties. For further information, please refer to the IB publication *Academic integrity*.

Glossary of terms

This is an overview of the terms used in this publication. It can also be downloaded here (PDF).

Bibliography/references/works cited section

This is the section of a publication with a coherent list of all the information necessary to enable another person to find each of the sources used. Details usually included are the full title of the original work, the name of its creator, when it was published and by whom. "Bibliography" is the most common title used for this section, although others include "references" and "works cited".

Works consulted

This is the term applied to works that have influenced an author's thinking but have not been cited directly in the text. If a bibliography of direct citations has been compiled, a separate list of "works consulted" may be added.

Citing and referencing

Citing is the process of indicating the sources in the text at point of use, usually just naming the creator. Referencing is providing full details, for example in a bibliography, that then enable another person to locate each source.

Paraphrase

This is the use of the author's own words to convey someone else's thoughts and ideas. In paraphrasing, there are some words that cannot be changed, such as the names of people or places. It is important to make clear where the ideas of the creator of the original work start and finish. If the author also includes their own examples, it should be made clear that these are their thoughts and not those of the original work's creator.

Quotation

This refers to the use of someone else's exact words and is often signposted by the use of quotation marks. Longer quotations may be indicated by the use of an indented paragraph without quotation marks. As well as indicating the words quoted, the original creator must be cited in the text at point of use. The citation should link to a full reference.

Sources

This refers to written, spoken, digital, electronic and other materials—anything that is not the author's own. The following is not an exhaustive list, but sources could include:

Texts of any sort	Artistic materials	Letters	Tweets
Visual materials	Lectures	Broadcasts	Blogs
Audio materials	Interviews	Maps	Advertisements
Graphics	Conversations	Charts	Photographs

Style guide

A style guide is a published manual that gives guidance on conveying citations and references. If properly used it will ensure that documentation is expressed consistently and that all the elements needed for sources to be identified are included. Some style guides offer more than one set of choices or sub-styles. If a particular sub-style is used, that same sub-style must be used throughout the work.

As well as advice on citations and referencing, many style guides advise on spelling, abbreviations, punctuation, research, and the general writing process.

Styles of citation and reference in common use are:

- author (sometimes called author-page)—an example of this style includes MLA (Modern Language Association)

- author-date (sometimes called author-date-page)—an example of this style includes APA (American Psychological Association)

- numbered footnote (sometimes called notes-bibliography)—an example of this style includes Chicago.

Different styles suit different ages or contexts and therefore the IB does not recommend one particular style. In assessments, perfect citation and referencing are not expected, but all uses of other people's work must be acknowledged.

Summary

A summary is a precis of someone else's work. A chapter or academic paper, or even a book, may be summarized in two or three sentences. The original source used must always be cited and referenced.

Summaries are often used in a review of the literature to sum up what other writers have said or when investigating a topic or theme.

Why cite and reference?

Properly citing sources and influences is a vital part of academic scholarship and intellectual exchange. It is merit-worthy; showing that the author has carried out proper research and thought carefully about their work. Accurate referencing shows that the author is able to draw their own conclusions.

Citation and referencing:

- shows respect for the work of others
- helps distinguish the author's work from the work of others who have contributed
- gives the opportunity to check the validity of the use of other people's work
- gives the opportunity to follow 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 own conclusions about a work
- establishes the academic credibility of the author.

What to cite

The author of a piece of academic work must acknowledge any sources and influences that have been used in any way and are not their own.

Example of possible sources and influences include the following.

Quotations	Summaries	Pieces of music	Graphics/artworks
Paraphrases	A film/scenes from a film/ video clips	Photographs	Data from tables or graphs
Subjects of a public talk or lecture	Newspaper articles/ journals	Commentaries of original works	Information reproduced from websites

Content that may not require a citation

Accepted, basic or common knowledge within a field or subject does not need to be acknowledged. For example, if mentioning that the Earth moved around the Sun, there would be no need to cite Copernicus. If noting a historical fact such as Amelia Earhart being the first woman to fly solo across the Atlantic, there would be no need to cite. If stating that William Shakespeare wrote *Macbeth*, there would be no need to cite that fact. However, when using any text from the play—directly or indirectly—or paraphrasing someone else's commentary on it, this must be cited.

If the author needs to research a "common knowledge" fact to verify accuracy, then the knowledge may not be common and so may need to be cited. If the author thinks it might aid verification or allow someone to find out more about a fact, then a citation could be helpful.

If there is any doubt whether the source material is common knowledge, a citation should be given.

When to cite

When acknowledging the use of sources and influences, the author's own words, illustrations, findings and ideas must be clearly distinguishable from those taken from elsewhere.

In non-written forms of work—such as music, video and artistic pieces—the use of external sources must be acknowledged. Citation of sources can be done in a variety of ways.

- In a **film**, references or acknowledgements of other people's work can be included in the final credits or as a sub title at the appropriate point in the video.

- A piece of **music** can be accompanied by notes indicating sources and influences.

- **Art** on display can be labelled or captioned.

- A **fictional story** can be enhanced if a note in an acknowledgements section cites influences or adaptations of other people's work.

- In **presentations**, full references can be included on the slide. Alternatively, short citations may be provided on the slides and the sources listed on the final slide, or the audience provided with a handout of the full references, on paper or online, and given the URL to retrieve it.

- On a **webpage**, a live hyperlink to the sources cited may be provided.

- During an **oral presentation** the sources being used can be acknowledged by saying "As Gandhi put it …" or "According to …". A direct quotation can be shown by saying "quote … unquote" or by signalling with air quotes.

- In a presentation supported by **posters, infographics or other material**, full references could be included at the point of use. Alternatively, a citation could be included at the point of use with the full reference available elsewhere, as in the "presentations" example.

The aim is for authors to demonstrate their integrity while also being helpful to the audience. There are no set ways in which to do this. Unless specific instructions on how work should be cited are given, authors can be inventive.

How to cite

When citing, it is important to make clear exactly what is being cited. It should be evident what are the author's own thoughts and work, and what are influenced by someone else. The citation should show whether the material has been quoted or paraphrased.

A style guide is an invaluable tool to ensure clarity and consistency. It ensures that direct and indirect citations and references are recorded consistently.

In written work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference that will enable the exact material used to be traced.

The main types of in-text citation are as follows.

Author (sometimes called author-page)—for example, MLA

In-text citation is indicated by an introductory and/or parenthetical citation providing the:

a. last name of the author

b. page number(s) from which the quotation or paraphrase is taken, if applicable.

Author-date (sometimes called author-date-page)—for example, APA

In-text citation is indicated by an introductory and/or parenthetical citation providing the:

a. last name of the author

b. year of publication from which the quotation or paraphrase is taken

c. page number(s) from which the quotation or paraphrase is taken, if applicable. If pages are not numbered, such as with online material, the section heading or paragraph number from which the material has been taken can be stated.

Numbered footnote (sometimes called notes-bibliography)—for example, Chicago

In-text citation is indicated by:

a. (usually) superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used

b. corresponding footnotes placed at the bottom of the page in the text containing reference details from which the quotation or paraphrase is taken, including the page number(s) if applicable; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

International Organization for Standardization

ISO 690 is a bibliographical referencing style produced by the International Organization for Standardization (ISO). It advises on the order of the elements that must be included in the reference but not the format, punctuation or presentation. The standard is periodically revised and updated. Examples given in this publication follow ISO 690:2010.

Examples

This section uses IB publications and sources to give examples of how the most common referencing styles may be applied to different contexts. The source reference in each example is given in ISO 690:2010 for illustration purposes. Note that ISO 690:2010 advises on the order of the elements that must be included in the reference but not the format, punctuation or presentation.

Authors are advised to choose one referencing style and stick with it for the entire work.

Citing printed sources

Source material

Clearly, a lack of knowledge regarding searching for material and correct referencing puts candidates at higher risk of breaching the academic honesty regulations. Currently, the majority of candidates receive training, either at school or outside school. However, 22% of candidates in this study cannot remember receiving such training, meaning that on a global scale up to 17,000 candidates per session are more at risk of making referencing errors through lack of training. Schools should be aware that school-based training emphasizes the importance of academic honesty for students, and therefore tutoring or other sources outside school should not be relied upon for training in information searching.

Source reference (according to ISO 690:2010 style)

BURBIDGE, Tamsin and HAMER, Rebecca. *Report on the Diploma Programme Academic Honesty Survey: Candidate, Teacher and Coordinator Understanding of Academic Honesty in the DP.* Assessment Research and Design. International Baccalaureate, 2016 [viewed 3 February 2022]. Available from https://www.ibo.org/globalassets/publications/ib-research/assessment-research/academic-honesty-in-the-dp-en.pdf

Quotation	
Author style (for example, MLA)	Burbidge and Hamer make the point that "schools should be aware that school-based training emphasizes the importance of academic honesty for students, and therefore tutoring or other sources outside school should not be relied upon for training in information searching" (50).
Author-date style (for example, APA)	Burbidge and Hamer hold that "schools should be aware that school-based training emphasizes the importance of academic honesty for students, and therefore tutoring or other sources outside school should not be relied upon for training in information searching" (2016, p. 50).
Numbered footnote (for example, Chicago)	Burbidge and Hamer argue that "schools should be aware that school-based training emphasizes the importance of academic honesty for students, and therefore tutoring or other sources outside school should not be relied upon for training in information searching".[1] 1. Tamsin Burbidge and Rebecca Hamer, *Report on the Diploma Programme Academic Honesty Survey: Candidate, Teacher and Coordinator Understanding of Academic Honesty in the DP,* Assessment Research and Design, (International Baccalaureate, 2016), 50, https://www.ibo.org/globalassets/publications/ib-research/assessment-research/academic-honesty-in-the-dp-en.pdf
Paraphrase	
Author style (for example, MLA)	As many as 22% of students could not remember receiving training regarding searching for material for their work and how to correctly cite and reference such materials, meaning that students are at a greater risk of engaging in plagiarism (Burbidge and Hamer 50).
Author-date style (for example, APA)	Burbidge and Hamer's results (2016, p. 50) show that 22% of students could not remember receiving training regarding searching for material for their work and how to correctly cite and reference such materials, meaning that students are at a greater risk of engaging in plagiarism.
Numbered footnote (for example, Chicago)	As many as 22% of students could not remember receiving training regarding searching for material for their work and how to correctly cite and reference such materials, meaning that students are at a greater risk of engaging in plagiarism.[1] 1. Tamsin Burbidge and Rebecca Hamer, *Report on the Diploma Programme Academic Honesty Survey: Candidate, Teacher and Coordinator Understanding of Academic Honesty in the DP,* Assessment Research and Design, (International Baccalaureate, 2016), 50, https://www.ibo.org/globalassets/publications/ib-research/assessment-research/academic-honesty-in-the-dp-en.pdf

Citing non-printed electronic sources

Source material

In the Middle Years Programme (MYP), we began embedding service as action within the taught curriculum, with opportunities for student-initiated service in co-curricular activities and via student school leadership. In a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme. Through surveys and student-led panel discussions, thoughts were collected and then student leaders consolidated them into action points.

Source reference (according to ISO 690:2010 style)

SOLOMON, Elizabeth. MYP Service as Action: Listen and Learn. *IB Community Blog*, 23 August 2021 [viewed 13 January 2022]. Available from https://blogs.ibo.org/blog/2021/08/23/myp-service-as-action-listen-and-learn/

	Quotation
Author style (for example, MLA)	In a blog post, Solomon states that "in a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme".
Author-date style (for example, APA)	Solomon (2021) states that "in a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme" (para. 2).
Numbered footnote (for example, Chicago)	Solomon states that "in a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme".[1] 1. Elizabeth Solomon, "MYP Service as Action: Listen and Learn". *IB Community Blog*, August 23, 2021, https://blogs.ibo.org/blog/2021/08/23/myp-service-as-action-listen-and-learn/, accessed 13 January 2022.
	Paraphrase
Author style (for example, MLA)	Solomon describes an initiative in their school to shift the charity culture of their service as action activities led by teachers, to a student-initiated and transforming programme (2021).
Author-date style (for example, APA)	Solomon (2021) describes an initiative in their school to shift the charity culture of their service as action activities led by teachers, to a student-initiated and transforming programme.
Numbered footnote (for example, Chicago)	Solomon describes an initiative in their school to shift the charity culture of their service as action activities led by teachers, to a student-initiated and transforming programme.[1] 1. Elizabeth Solomon, "MYP Service as Action: Listen and Learn". *IB Community Blog*, August 23, 2021, https://blogs.ibo.org/blog/2021/08/23/myp-service-as-action-listen-and-learn/, accessed 13 January 2022.

Citing social media sources

Source material
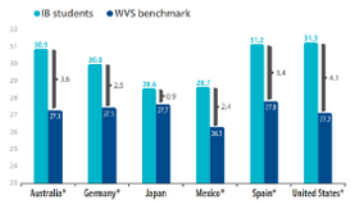

Source reference (according to ISO 690:2010 style)

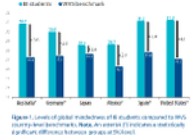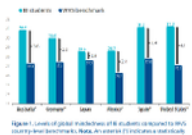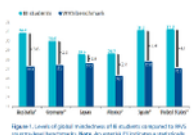International Baccalaureate (@iborganization). "When I was growing up, I went to schools that didn't have a lot of resources…". Instagram, 1 February 2021 [viewed 11 January 2022]. Available from https://www.instagram.com/p/CKwGMmjhFRW/

	Quotation
Author style (for example, MLA)	In a post on the International Baccalaureate Instagram page, Tarik Brown is quoted as saying "when I arrived at Paxon School for Advanced Studies, it was noticeably much more resourced than any of the schools I'd been in, and the way my peers and teachers cared about each other inspired me to do my best".
Author-date style (for example, APA)	In a post on the International Baccalaureate Instagram page (2021), Tarik Brown is quoted as saying "when I arrived at Paxon School for Advanced Studies, it was noticeably much more resourced than any of the schools I'd been in, and the way my peers and teachers cared about each other inspired me to do my best".
Numbered footnote (for example, Chicago)	In a post on the International Baccalaureate Instagram page, Tarik Brown is quoted as saying "when I arrived at Paxon School for Advanced Studies, it was noticeably much more resourced than any of the schools I'd been in, and the way my peers and teachers cared about each other inspired me to do my best".[1] 1. International Baccalaureate (@iborganization), "When I was growing up, I went to schools that didn't have a lot of resources…", Instagram, February 1, 2021, accessed January 11, 2022, https://www.instagram.com/p/CKwGMmjhFRW/.
	Paraphrase
Author style (for example, MLA)	Tarik Brown's thoughts on what he achieved when he was given the opportunity to attend at Paxon School for Advanced Studies are included in a post on the International Baccalaureate Instagram page.
Author-date style (for example, APA)	Tarik Brown's thoughts on what he achieved when he was given the opportunity to attend at Paxon School for Advanced Studies are included in a post on the International Baccalaureate Instagram page (2021).
Numbered footnote (for example, Chicago)	Tarik Brown's thoughts on what he achieved when he was given the opportunity to attend at Paxon School for Advanced Studies are included in a post on the International Baccalaureate Instagram page.[1] 1. International Baccalaureate (@iborganization), "When I was growing up, I went to schools that didn't have a lot of resources…", Instagram, February 1, 2021, accessed January 11, 2022, https://www.instagram.com/p/CKwGMmjhFRW/.

Citing images

Source material

Figure 1. Levels of global mindedness of IB students compared to WVS country-level benchmarks. **Note.** An asterisk (*) indicates a statistically significant difference between groups at 5% level.

Source reference (according to ISO 690:2010 style)

INTERNATIONAL BACCALAUREATE. *Key Findings from Research on the Impact of the Diploma Programme.* International Baccalaureate Organization, 2021 [viewed 3 February 2022]. Available from www.ibo.org/globalassets/publications/ib-research/key-findings-from-research-on-the-impact-of-the-dp-en.pdf

Author style (for example, MLA)	As can be seen in figure 1, DP and CP students across the six countries showed higher levels of global-mindedness than young adults in the WVS benchmark groups (International Baccalaureate 1). Fig. 1. Levels of global-mindedness of IB students compared to WVS country-level benchmarks. (International Baccalaureate 1).
Author-date style (for example, APA)	As can be seen in figure 1, DP and CP students across the six countries showed higher levels of global-mindedness than young adults in the WVS benchmark groups (International Baccalaureate, 2021, p. 1). Figure 1. Levels of global-mindedness of IB students compared to WVS country-level benchmarks. (International Baccalaureate, 2021, p. 1).
Numbered footnote (for example, Chicago)	DP and CP students across the six countries showed higher levels of global-mindedness than young adults in the WVS benchmark groups, as can be seen in figure 1.[1] Figure 1. Levels of global-mindedness of IB students compared to WVS country-level benchmarks.[2] 1. International Baccalaureate, *Key Findings from Research on the Impact of the Diploma Programme*, 2021, 1, https://www.ibo.org/globalassets/publications/ib-research/key-findings-from-research-on-the-impact-of-the-dp-en.pdf. 2. International Baccalaureate, 1.

Citing online videos

Source material

Yvette Flower for the Diploma Programme (DP)

Source reference (according to ISO 690:2010 style)

Yvette Flower for the Diploma Programme (DP) [video]. Vimeo. Uploaded by International Baccalaureate, 22 October 2021 [viewed 3 February 2022]. Available from https://vimeo.com/637878801

	Quotation
Author style (for example, MLA)	Yvette Flower declares that her school "wanted to increase the choices available to our students, in particular, pathways to universities and mainly to universities overseas. With the DP, Japanese students are able to gain direct entry to universities overseas without having to do a foundation course. We felt that this would be a big advantage for our students" (International Baccalaureate).
Author-date style (for example, APA)	Yvette Flower states that her school "wanted to increase the choices available to our students, in particular, pathways to universities and mainly to universities overseas. With the DP, Japanese students are able to gain direct entry to universities overseas without having to do a foundation course. We felt that this would be a big advantage for our students" (International Baccalaureate, 2021).
Numbered footnote (for example, Chicago)	In a video, Yvette Flower states that her school "wanted to increase the choices available to our students, in particular, pathways to universities and mainly to universities overseas. With the DP, Japanese students are able to gain direct entry to universities overseas without having to do a foundation course. We felt that this would be a big advantage for our students".[1] 1. International Baccalaureate, *Yvette Flower for the Diploma Programme (DP)*, Vimeo, October 22, 2021, video, 4:18, https://vimeo.com/637878801.
	Paraphrase
Author style (for example, MLA)	Yvette Flower suggests that the DP offers Japanese students advantages to enter universities abroad without doing a foundational course (International Baccalaureate).
Author-date style (for example, APA)	Yvette Flower opines that the DP offers Japanese students advantages to enter universities abroad without doing a foundational course (International Baccalaureate, 2021).
Numbered footnote (for example, Chicago)	Yvette Flower believes that the DP offers Japanese students advantages to enter universities abroad without doing a foundational course.[1] 1. International Baccalaureate, *Yvette Flower for the Diploma Programme (DP)*, Vimeo, October 22, 2021, video, 4:18, https://vimeo.com/637878801.

Documentation checklist

A downloadable version of the checklist is available here (Word).

When an author's exact words are used, have quotation marks been placed around the quotation and has the author of the original work been named (cited)? (If a quotation is indented, quotation marks may not be required, but the author must still be cited; have indented quotations been cited?)	
When someone else's thoughts and ideas have been written, have they still been named (cited)?	
When using someone else's words or work, is it clear where such use starts—and where it finishes?	
Are full references included for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have page numbers of print material used been included (especially important with exact quotations)?	
Internet material: Are both the date on which the material was posted and the date of the last visit to the webpage or site included?	
Internet material: Is the URL or the digital object identifier (DOI) included?	
For each citation in the text, is there a full reference in the list of references (or works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (or 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?	
Is the list of references (or works cited/bibliography) in alphabetical order, with the last name of the author first?	

Frequently asked questions

This list provides general guidance on some frequently asked questions. Members of the IB community should note that information provided in answers does not preclude an academic integrity investigation.

Why are there so many different referencing styles?

Over the years, publishers, academic and education organizations have created their own style guides to meet the practices, needs and contexts of their audience, authors and publications.

Why does the IB not specify one referencing style for all work?

This is not appropriate as different styles are used in different situations, disciplines, countries, languages and educational situations.

Does a copy of a style guide have to be purchased, either in print or online?

No, it is not necessary to buy the official manual, although it should be remembered that it will be the authoritative guide for that style. Less expensive or free versions of the published guide may not be as complete as the official guide and may include inaccuracies. If using a version of the official guide, it should be used consistently and throughout.

Can citation or referencing styles be mixed?

This is not good academic practice as it appears inconsistent and shows ignorance of the conventions. Mixing citation and referencing styles is not academically dishonest in itself but may prompt further investigation to determine whether academic misconduct has occurred. Possible consequences and subsequent action are detailed in *Academic integrity*.

What are the consequences of mistakes in citations or references?

This depends on the nature of the mistake. Anything that could mislead, such as attribution to a wrong author or publication or the invention of a quotation could, in work submitted for assessment, lead to an academic integrity investigation. Possible consequences and subsequent action are detailed in *Academic integrity*.

Is there a penalty for failing to cite or reference sources?

If detected by the school, any consequences should be determined according to the school's academic integrity policy.

If detected in any assessment submitted to an examiner or moderator, failure to cite sources will be referred for investigation. Possible consequences and subsequent action are detailed in *Academic integrity.*

Is failing to cite the same as cheating?

If an author knows a work should be cited and deliberately fails to do so, an investigation may determine that academic misconduct has taken place.

If an author's poor academic skills, such as incomplete note-taking, leads to a failure to cite effectively, this still gives an unfair advantage and may lead to an academic misconduct investigation.

What is the correct name/title for the list of references used at the end of a piece of work?

There is no single correct term, and "bibliography", "references" or "works cited" may be used. Authors should ensure they use the same term throughout.

What if there is a difference between a subject's minimum requirements for citation and referencing and guidance given in the style guide being used?

An IB subject's requirements for citation and referencing are paramount and apply regardless of what an individual style guide advises. However, this should not prevent further information from being added if relevant to the subject or helpful to an audience to locate a source. Examples could include the gallery in which a work of art can be found or the speed and aperture at which a photograph was taken.

Are long URLs acceptable or should they be shortened?

Long URLs may be generated according to a browser, session or another factor and therefore may not work for someone else. URL shorteners should not be used as they give no indication of the source site.

A DOI or a permalink should be used whenever possible as the source will always be found, even if a URL changes.

Should URLs be hyperlinked?

Disable this function if possible. Hyperlinked URLs are underlined, which can make them difficult to read. Examiners cannot click on hyperlinks, which renders them unnecessary.

Should text translated by the author be referenced?

Official or published translations are preferred but if an author needs to provide their own translation, it should be clearly indicated. This could be done by adding "… (my translation)" after the text. If there are many instances, this could be noted in the introduction or acknowledgements—for example, by stating "all translations from text in other languages are my own" or "unless otherwise indicated, all translations from text in other languages are my own".

Is text translated and included by an author a quotation or a paraphrase?

There is no set rule and the advice of the individual style guide chosen should be followed.

Authors may prefer to use the translation in the body of the essay and the original language in a footnote, unless the term translated is short. In this case, both the original and translation could be used in the body of the text. This is useful with a technical term from another language: both terms could be used in the first instance and then the foreign language term thereafter.

Can reference or citation generators be used?

Reference or citation generators may not produce full, consistent or accurate results. If used, the output should always be carefully checked and therefore it may be easier to simply compile the reference or citation from the start.

Should a bibliography/works cited/reference list be alphabetic or in order of use?

There is no set rule and the advice of the individual style guide chosen should be followed.

Can bibliographies be subdivided by the type of source used, such as primary, secondary or print?

This is not necessary unless specifically instructed. It may be helpful in some subjects—for example, including a separate list of artworks or images in addition to a list of text works cited.

Should schools teach one referencing style for all subjects, or different styles for each subject?

The IB does not recommend any one referencing style. Schools may find it easier to teach and use one style but should recognize an author may adopt a style of their own choosing.

Should psychology essays or assessments always use APA referencing style?

No. There is no IB requirement to use an author-date style, such as APA, in any subject.

Should history essays or assessments always use Chicago footnoting style?

There is no IB requirement to use a particular footnoting style in any subject.

What if a new edition of a style guide is published during a work in progress, such as an extended essay?

There is no IB requirement to use a specific citing and referencing style, or the latest edition of one. It is not necessary to bring any work in progress into line with a new edition, and doing so may prove confusing for students.

Can authors cite their own work?

Any words, ideas, images or information not attributed to another source is assumed to be the current work of the author who submitted the work. If this needs to be emphasized, citations such as "photograph by the author" or "unless otherwise stated, all photographs have been taken by the author" can be added. If reference is made to a work produced earlier by the same author, this should be noted in the text.

Are plagiarism detectors useful?

Avoid using any software that claims to detect plagiarism. Plagiarism detection websites or software can detect similarities in content or coincidences of text between material submitted for checking and material already in existence and can indicate or flag these similarities. However, many similarities are innocent, such as a quote, book title or an everyday expression. Software is not perfect and may miss matches in identical text that is openly available, or it may not be able to check against text that is paywalled or firewalled, and it cannot check against text that is not available online. A high percentage of matched text does not indicate evidence of plagiarism, while a zero percentage of matched text is not necessarily evidence that no plagiarism has taken place.

Why is so much information required in a reference?

Each element used in a reference provides information that enables someone else to find it. Style guides offer advice on what to do when required elements, such as the name of the original author or date of publication, are not available.

Does referencing style ISO 690 advise on citation in the text?

ISO 690 is a bibliographical referencing style, not to be used in in-text citation. It advises on the order of the elements that must be included in the reference but not the format, punctuation or presentation.

Elements to be included in a reference

This table sets out the elements that should be included in a reference. A downloadable version is available here (PDF).

	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

Bibliography

The referencing style used in this bibliography is APA (7th edition). For further information on ISO 690:2010 see the International Organization for Standardization (iso.org).

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