



TUNG DER HIGH SCHOOL

DIPLOMA PROGRAMME

Academic Integrity Policy

The first edition in March, 2024

Mission Statement

Our mission at Tung Der High School is to empower students to become compassionate lifelong learners who will positively commit to becoming global citizens.

We dedicatedly strive to nurture inquiring minds, develop critical thinking skills and intercultural understanding, and most importantly foster a sense of responsibility towards our world. Over and above, we encourage students to always seek to be knowledgeable and humble individuals.

Consistently developing and implementing a balanced academic curriculum, we aim to cultivate a reflective and communicative learning environment for students and educators in our school.

School Philosophy

At Tung Der High School, we are dedicated to cultivating an inclusive and globally- minded learning community. We aim to create a conducive environment that provides students with opportunities to find joy and passion in learning.

Applying a constructivist and collaborative approach to inquiry-based teaching, we strive to nurture responsible, holistic lifelong learners capable of thriving in our rapidly changing and diverse society.

Through rigorous academic programs and a focus on character development, our mission is to empower students to become inquisitive, knowledgeable, and compassionate individuals.

The outlining intentions of this policy:

This policy sets our school's practices to ensure academic integrity and the endorsement of good practice. This policy provides the framework for all members of the school community to develop a shared understanding of, and respect for, the school's expectations.

The school actively promotes the development of research skills and provides a variety of ways for students to access information. This document states the method of effective citation to be used by all students at Starlight International School.

Tung Der High School aims to provide a well-balanced program that centers on natural inquiry and open lines of communication. Academic integrity is one of the many ways we develop these attributes in our students.

Defining Academic Integrity @ Tung Der

Academic integrity is a foundation attribute in education, it advocates a choice to act in a responsible way to allow others to have trust in us as individuals. It is the core for ethical decision-making in the production of legitimate, authentic and honest scholarly work. It is also an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

The guiding principles of academic integrity shall be clearly communicated and modelled at an age appropriate level so that all our students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

In alignment to the IB philosophy, Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

(Academic Integrity, 2019)

Glossary of Terms

Academic integrity

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

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents

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

Balance of probabilities approach

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

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing

interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Intellectual property

Intellectual property refers to all forms of intellectual and creative expression, which is usually protected by law, and which must be respected.

(Academic Integrity, 2019)

Purpose of Academic Integrity

Students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

The key educational reasons to take such a strong line on academic integrity are:

- **To maintain fairness.** Assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.
- **To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.
- **To develop respect for others.** Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

(Academic Integrity, 2019)

Acknowledgement of sources

An authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all responses must be based on each student's own language, expression and ideas. Where the ideas or words of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, such source(s) of those ideas must be fully and appropriately acknowledged. Common knowledge, or course content does not usually need to be referenced.

Students must acknowledge:

- All sources of words, ideas or concepts, including maps, photographs, illustrations, data and graphs.
- Material which has been accessed from a website.
- Digital or electronic media such as CD-ROMs, DVDs, or e-mail messages.
- Quotes.
- Works of art including music, film, dance, theatre arts, and visual arts.
- Any information that is not common knowledge, and for which they have used resources to gain such knowledge.

At Tung Der High School all students will use the American Psychological Association (APA) citation for all tasks completed.

All citations will follow the APA conventions as current on 7th edition of the APA Publication Manual at <https://apastyle.apa.org>

Additionally, as per IB requirements, the URL and date accessed for any website used must be included in the Reference Page entries.

Malpractice

All students are responsible for the honesty of the work they submit. At all times, students must avoid any form of malpractice. Malpractice is any behaviour that results in, or may result in, students gaining an unfair advantage in assessments.

Malpractice includes:

Plagiarism: Representing the ideas or work of another person as one's own.

Collusion: Supporting malpractice by another student. For example: allowing work to be copied or submitted for assessment by someone else.

Duplication of work: Presenting the same work for different assessment purposes.

Other Misconduct: Any other behavior that gains an unfair advantage for a student or that affects the results of another student.

For example:

- cheating during a test
- misconduct during a test
- falsifying records
- fabricating data
- paying someone else to do the work
- using false citations
- using electronic devices during a test

Plagiarism Detection

The school will subscribe to Turnitin.com for the purposes of plagiarism detection.

Collaboration and Collusion

In most cases, students are expected to produce their work independently, with assistance from their teacher. At times, teachers may ask students to work together on a task and submit the work as a joint project. Such collaboration usually includes working in groups to achieve a shared goal and is a form of assessment in which all members of the group are expected to participate equally. Unless it has been clearly stated, it is not acceptable for students to submit the same work, or allow their work to be submitted under the name of another person.

Collusion can occur as a result of inappropriate collaboration during group work. This happens when two or more people work together with the deliberate intention to mislead others.

Appropriate **collaboration** includes the following:

- Discussion with other students regarding issues or questions that arise during the development of a piece of work.
- Discussion with other students regarding ways to address the issues or questions that arise during the development of a piece of work.
- Sharing the location of sources of information relevant to the piece of work.

*Examples of inappropriate collaboration (**collusion**) include the following:*

- Allowing another student to copy an assignment, even if changes are made to make it look like their own.
- Writing all or part of any other student's work for assessment.
- Providing a copy of their own work to be used by another student for all or part of their submissions for assessment.

Roles and Responsibilities:

Principal and Head of Whole School Curriculum Development

Ensures students:

- Understand what constitutes academic honesty, authentic work, and intellectual property.
- Receive guidance on study skills, academic writing, researching and citing sources.
- Understand what constitutes malpractice.
- Know the consequences of being found guilty of malpractice.

IB Programme Coordinators

Programme Coordinators will:

- Understand what constitutes academic honesty, an authentic piece of work and intellectual property.
- Understand what constitutes malpractice.
- Establish a school culture that actively encourages academic honesty.
- Manage cases of suspected malpractice, in consultation with the Curriculum Coordinator.
- Know the consequences of being found guilty of malpractice.
- Understand any additional responsibilities in the event of a candidate being investigated for malpractice for externally assessed or moderated tasks.
- Support the IB fully in the prevention, detection and investigation of malpractice.
- Ensure that the administration of assessments are carried out effectively and consistently, following the procedures described in assessment management documentation provided by the IB.

Teachers

All teachers at Tung Der High School will:

- Support the school's Academic Integrity Policy.
- Teach ATL research skills.
- Teach the skills related to academic honesty
- Provide necessary instruction and consistent advice to students to promote ethical research and good academic practices.
- Provide students with clear guidelines on academic writing and the correct use of APA citations for all

tasks completed in English and Chinese, following the conventions on 7th edition of the APA Publication Manual at <https://apastyle.apa.org>

- Confirm, to the best of his or her knowledge, that all student work accepted for assessment is the authentic work of the student.
- Provide clear information on assessment requirements for all tasks.
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members.
- Monitor group work to ensure fair assessment.
- Act as good role models and apply the standards of academic honesty to their own practices.
- Assist students to understand that academic negligence – being careless when recording sources – is an unacceptable practice.
- Be vigilant for collusion across common classes and between subjects.
- View student work during its development to validate its authorship.
- Initiate investigations into suspected malpractice, in consultation with the relevant Programme Coordinator.
- Follow all guidelines with regard to the conduct of assessments, as published by the school or by the IB.

Students

All students will:

- Be responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly cited using the accepted format for the acknowledgement of sources.
- Ensure that they understand what constitutes academic honesty.
- Submit work by the deadline.
- Share the development of their work with their teachers to validate its authorship.
- Follow all guidelines with regard to the conduct of assessments, as published by the school or by the IB.

Accept consequences for their actions, should they be found guilty of academic dishonesty.

- Sign the appropriate authenticity documents.

Parents

All parents will:

- Assist students to understand the importance of, and expectations for, academic honesty.
- Ensure that any tutors employed by parents adhere to the school's Academic Integrity Policy.

Academic Integrity Scope and Sequence

Students will be expected to follow the expectations below after one semester of study at our school .

Grade(s)	Expectations
7	<p>Students are expected to complete the list of sources in the form of a Reference page, using the accepted format for the acknowledgement of sources.</p> <p>Students are encouraged to use in-text citation and/or cite the sources in their work.</p>
8	<p>Students are expected to complete the list of sources in the form of a Reference page, using the accepted format for the acknowledgement of sources.</p> <p>They are expected to refer to sources in the text of their work.</p> <p>Students should attempt in-text citation using the accepted format for the acknowledgement of sources.</p>
9 - 12	<p>Students are expected to correctly include in-text citations, and a Reference page using the accepted format for the acknowledgement of sources.</p>

Academic Integrity for the DP cohort

Diploma Programme

Expectations

- Academic honesty will be emphasized in all subjects in all grades.
- Students in all grades will use the APA method to acknowledge sources of information for all tasks.
- It is recognized that academic honesty is a skill that must be taught, practiced and learned, and that students must develop this skill by the end of the Diploma Programme.
- All actions will be consistent with the current version of the IB document, General Regulations: Diploma Programme (See Appendix).

Detection of student academic malpractice

- If student work is being suspected of being plagiarized, then that work will be submitted to [turnitin.com](https://www.turnitin.com) for analysis.
- Students' work will be submitted to [turnitin.com](https://www.turnitin.com) for analysis.
- If a student is suspected of collusion, duplication of work or other misconduct then the teacher will interview the student(s) involved.
- All project drafts and final written reports, will be submitted to [turnitin.com](https://www.turnitin.com) for analysis.
- Independently completed summative assessment tasks (not completed under test conditions) by Grade 10 students, in all subjects, will be submitted to [turnitin.com](https://www.turnitin.com) for analysis.

Consequences for student academic malpractice

The IB provided scenarios, as published in Academic Honesty in the IB educational context (2016), will be used as the basis for decisions regarding consequences for academic dishonesty.

If students are found guilty of academic misconduct, the following consequences will apply:

Grades 9 – 12:

First incidence

- No mark will be awarded for the work, or part of the work that is not authentically authored by the student.
- The student will be counseled to ensure understanding of academic honesty expectations.
- The student will receive additional support from their teacher to learn the skills of academic honesty.
- The student will repeat or modify the work to practice the skill of responsible use of intellectual property.
- A record of the event will be recorded in the Behaviour section on ManageBac.

Second incidence

- No mark will be awarded for the work, or part of the work that is not authentically authored by the student.
- The student will repeat or modify the work to practice the skill of responsible use of intellectual property.
- A reflection will be written.
- A record of the event will be recorded in the Behaviour section on ManageBac.
- Parents will be contacted.

Subsequent incidences

- No mark will be awarded for the work, or part of the work that is not authentically authored by the student.
- A reflection will be written.
- A parent conference will be held.
- A record of the event will be recorded in the Behaviour section on ManageBac.
- A comment will be included on the students' official school report.

School Maladministration

The IB defines school maladministration as an action by an IB World School or an individual formally 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 completion of an examination.

Categories of School Maladministration

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

- When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner.
- When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:
 - additional time being granted to students without authorization from the IB
 - an insufficient number of invigilators
 - poorly trained invigilators
 - failing to monitor student bathroom visits
 - allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.
- The integrity of the examinations can be compromised if the invigilators fail to ensure that students' calculators are set to exam mode with, for example, memory cleared and prohibited functionalities disabled, or when the materials that the students take to their desks are not checked and include non-permitted dictionaries or data booklets.
- Any non-compliance with the conduct of examinations rules established by the IB harms the integrity of the process itself.
- Examination materials that are not securely stored can also compromise the integrity of the final assessment. It is considered a serious breach if a school does not safeguard these materials in accordance with IB policy, or chooses to access the content of the examination before the scheduled time.

(Academic Integrity, 2019)

Student Academic Misconduct

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

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

(Academic Integrity, 2019)

Categories of Student Academic Misconduct

Coursework

When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. The assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work.

Written and on-screen examinations

- During the writing time of the examinations, students can also engage in acts of academic misconduct which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour.
- Students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments.
- Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence.
- Another inherent risk that is affecting the student community is the use of social media platforms on the internet. There is a risk that students obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.
- Students should be reminded about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even conversations considered private such as the ones taking place in closed groups on social media platforms have

the potential to be shared by any member of that group.

All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

(Academic Integrity, 2019)

Procedures for dealing with policy breaches by students

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examination papers.

Cases identified by the school

Incidents related to coursework

- When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted. The school should not submit to the IB a piece of work that does not meet the expectations in regard to academic integrity or award a mark of zero.
- If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components and as a consequence the student would not be eligible for a final grade in the subject concerned.
- When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

Incidents related to examinations

- IB schools must follow all instructions as detailed in the on-screen examinations informing about the conduct of examinations and ensure that invigilators and students understand the rules.
- All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.
- Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.
- If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other

students. The student's examination script. should be submitted for assessment as usual.

Investigation of student academic misconduct cases

- Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.
- If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.
- Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.
- Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee.
- If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices in the appendices.
- If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

Student sanctions

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the matrix of penalties

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct.

For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or re-submitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place.

Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

Change in registration category

1. There is no opportunity for Middle Years Programme (MYP) students to change registration category,

and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements.

2. Permanent disqualification from current and/or different programmes

MYP students—no grade awarded in any subject; no retake session allowed and. barred from enrolling in the DP or Career-related Programme (CP).

(Academic Integrity, 2019)

Implementation

This Academic Integrity Policy will be effective from our school’s authorization. The policy will be distributed to all teachers and administrators.

All teachers at the start of each school year will review the current policy.

The policy will be available on the school website and on Managebac, for parent and student reference. Programme Coordinators and Academic Supervisor are responsible for the implementation of this policy.

Review cycle

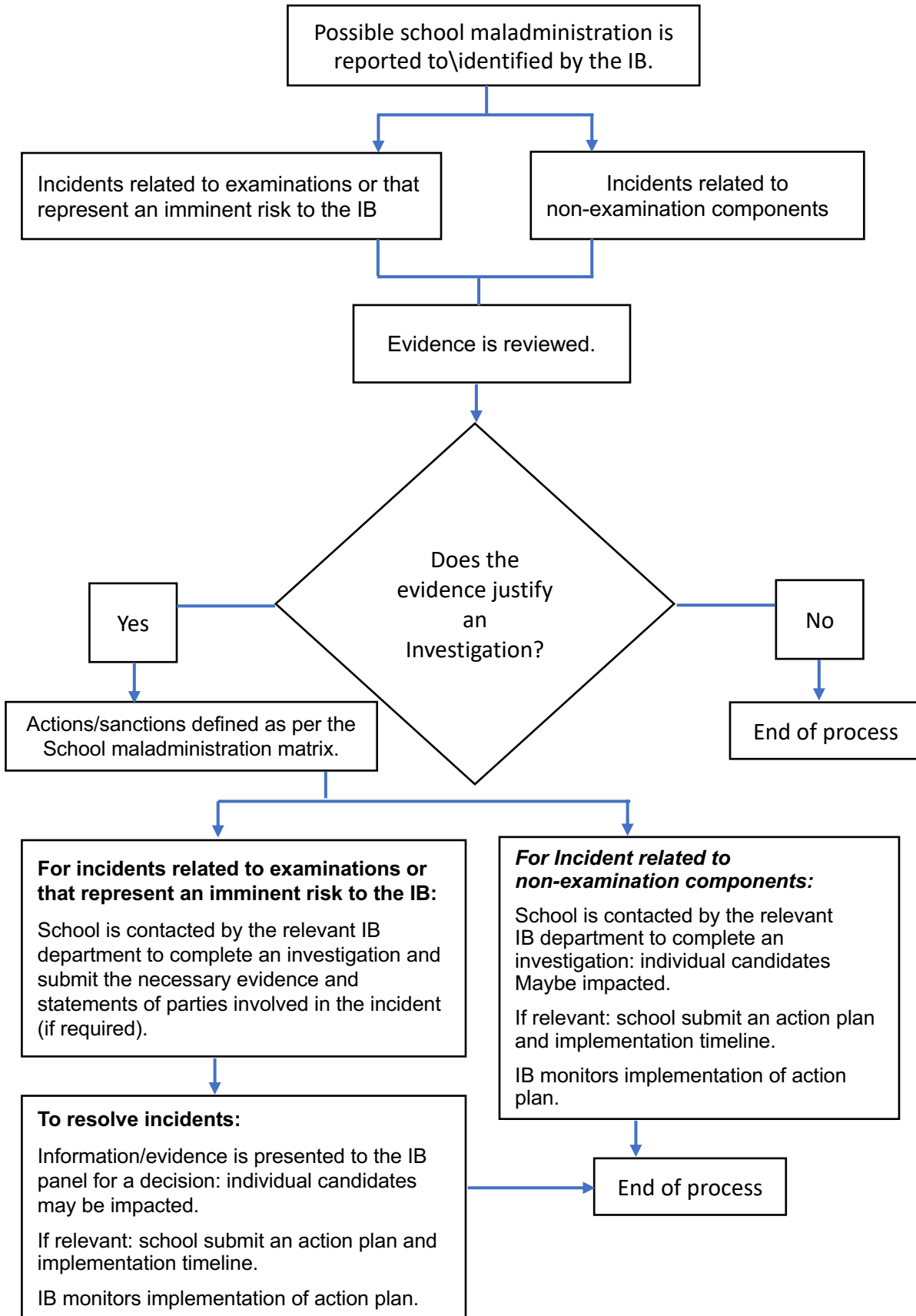
Tung Der High School Academic Honesty Policy will be reviewed every three years, or earlier in response to any significant changes announced by the International Baccalaureate.

Reference:

- International baccalaureate organization. (published October 2019, updated March 2023). *Academic Integrity Policy*.
- International baccalaureate organization.(published April 2015), *Diploma Programme: From principles into practice*

Appendix 1 : School Maladministration

1.1 Investigation Flow Chart



1.2 Penalty Matrices

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

Completion of Coursework	
Infringements related to completion of course work	Actions or Sanctions – multiple actions may be taken
Providing undue assistance to candidates such as Over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> ● Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits. ● Formal warning letter and action plan to address incident. ● Audit or monitor the internal assessment completion process. ● Quality assurance checks in the entire cohort's work for the component(s) concerned. ● Bring forward the evaluation visit. ● Recommend relevant IB training. ● Include school in session monitoring for two consecutive sessions.
Allowing the submission of work produced by third parties such as teachers, tutors, parents and peers.	
Awarding mark – zero(0) – for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases – more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by IB during the assessment process.	

Completion during an examination	
Infringements related to completion of course work	Actions or Sanctions – multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> ● Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits. ● Request immediate corrective action. ● Formal warning letter and action plan to address incident. ● Immediate inspection visit. ● Mandate relevant IB training. ● Include school in session monitoring for three consecutive sessions.
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized	

materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

Completion of Coursework	
Infringements related to school leadership undermining the integrity of IB assessments	Actions or Sanctions – multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	<ul style="list-style-type: none"> ● Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits. ● Immediate inspection visit. ● Controlled dispatch of IB examination papers. ● Deployment of independent invigilators.. ● Relocation of candidates to another venue. ● Annulment of grades for the candidates concerned or the entire cohort. ● Authorization withdrawal. ● Include school in session monitoring for five consecutive sessions.
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of students misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration	
Failing to report an examination security breach or alleged breach.	

Explanatory notes:

1. Undue assistance covers scenarios such as:

- Templating — subjects teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.
- Over-editing — subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.

2. Session monitoring covers actions such as:

- Quality assurance checks of all available pieces of work in IB systems for plagiarism.
- Quality assurance checks of all available pieces of work in IB systems for overlap in content.
- Check of response patterns to examination papers, including multiple choice questions.

3. Failure to maintain examination security, including on-screen, oral and written exams, includes examples such as:

- Non-secure storage of examination materials
- Not opening examination papers in front of the candidates
- Obtaining examination questions and papers illicitly
- Logging in to see the content of an on-screen exam before the scheduled time
- Sharing extracts and guiding questions or photographs or prompts for individual oral exam and commentaries
- Discussing or sharing information within a 24-hour period after the examination ending

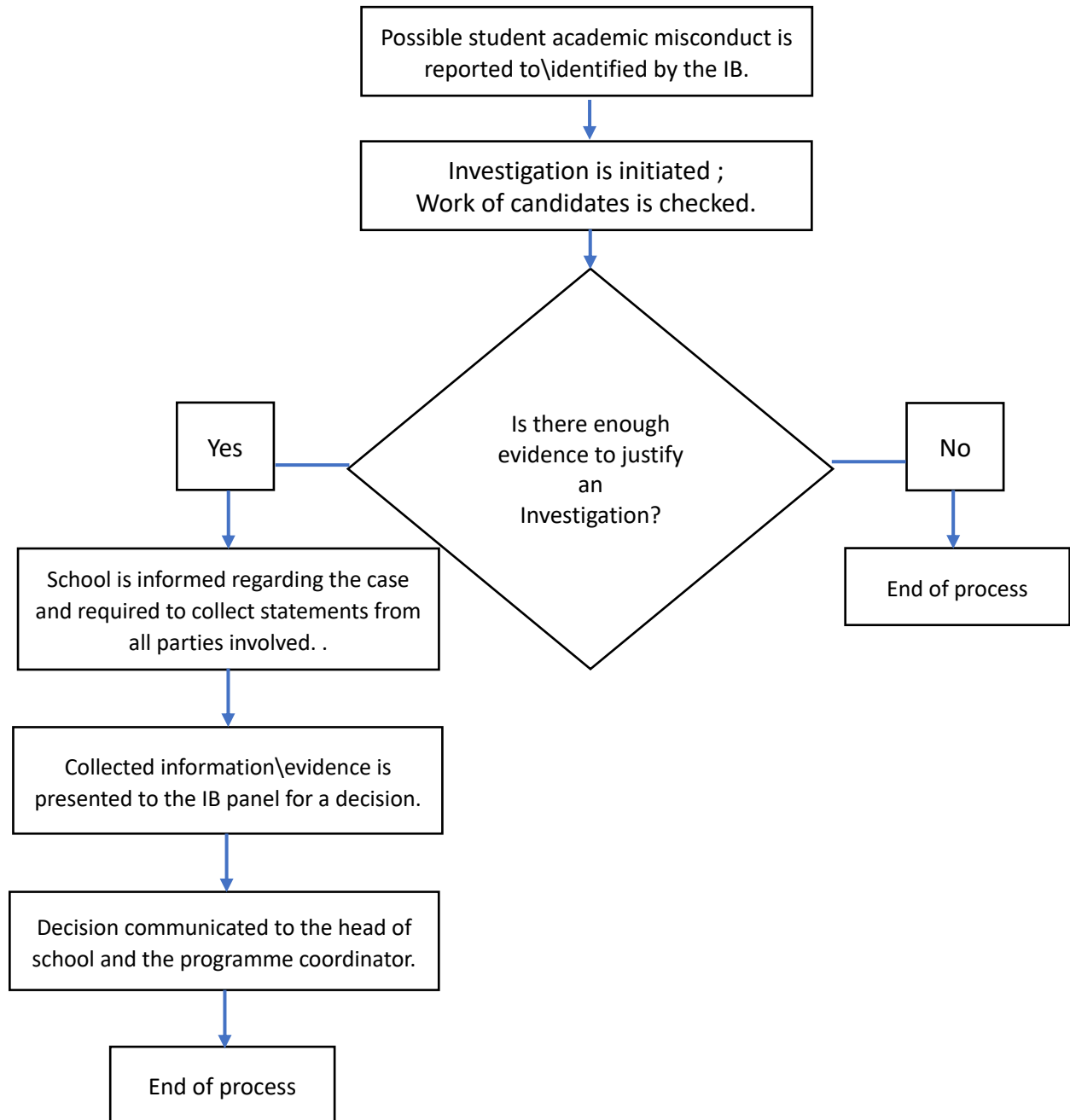
4. “Controlled dispatch of IB examination papers” means that the IB will decide where and when to send the papers and whether they will be sent to a third party which will oversee the delivery of all examinations, at the school’s expense.

5. “Deployment of independent invigilators” means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school’s expense. If deemed appropriate, the IB will send the examination papers electronically.

6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their exam at an alternative venue, as determined by the IB, and at the school’s expense.

Appendix 2 : Student Academic Misconduct

2.1 Investigation Flow Chart



2.2 Penalty Matrices

This section contains the IB penalty matrices detailing infringements by a student and the level of Penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident refer to "Good practice for investigations".

Written and oral coursework and examinations				
Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty 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 Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student 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.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion 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 than written their own.	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

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
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. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Student submits work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	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. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	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

Conduct during an examination				
Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Possessing unauthorized material in the examination room —see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable
Exhibiting misconduct or disruptive behaviour during an examination—	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during	Not applicable

see note 9			one examination or non-compliance during two or more examinations. Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. Penalties will be applied to all candidates participating in the incident.	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
Impersonating an IB candidate— both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Gaining access to IB examination papers before the examination’s scheduled time, be that via any form of communication platform—see note 10	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a “mitigating circumstance”. See note 11 “Mitigating circumstance”.	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination—see note 12	Not applicable	Not applicable	Candidate sharing partial or complete live examination content through any means— including but not limited to, email, text messages and the internet—even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
Providing misleading or demonstratively false information	Not applicable	Not applicable		
Attempting to influence witnesses	Not applicable	Not applicable		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable		

Forgery or falsification of IB grades or certificates				
Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Forgery or falsification of IB grades or certificates Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Explanatory notes

- Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
- Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits Another student rather than themselves.
- 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 level 2 and level 3a penalties 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.
- 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.
- 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.
- 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..
- 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 such as 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 specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, 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.

2.3 Precedents

This section provides examples of breaches of the IB academic integrity policy, and the subsequent outcome for students. The list is not exhaustive and is meant to provide real-life guidance on a range of issues and how they were dealt with.

Breaches related to written and oral coursework and examinations

Plagiarism—external sources

Diploma Programme		
Subject	Example	Outcome
Extended essay (EE)	A candidate submitted an EE that contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an “N”, was awarded for the EE.
English A: literature HL—oral component	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component, which resulted in no grade, an “N”, being awarded for English A : literature HL.
Theory of knowledge (TOK)— essay	A candidate submitted an essay that was almost entirely plagiarized from an English source that they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component, which resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	Example	Outcome
Economics HL— internal assessment	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding	Candidate A received a level 3a penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter.

	of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	
TOK—essay	<p>Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB World School.</p> <p>Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered.</p> <p>Candidate B rewrote part of candidate A's essay but left many sections unchanged.</p>	Both candidates received the level 3a penalty for the component, which resulted in no grade, an “N”, for the subject concerned.

Collusion

Diploma Programme		
Subject	Example	Outcome
Sports, Exercise and Health Science SL— internal assessment	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for environmental systems and societies SL.

Submission of externally commissioned work

Diploma Programme		
Subject	Example	Outcome
TOK – Essay	<p>Two candidates registered in different IB World Schools and who were unknown to each other submitted almost identical TOK essays.</p> <p>Candidate A admitted hiring a third-party essay writing service.</p> <p>Candidate B maintained that they were the author of the essay.</p>	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the TOK subject.

Inclusion of inappropriate, offensive or obscene materials

Diploma Programme		
Subject	Example	Outcome
Theatre HL— Research presentation	During the completion of the 15-minute video, a candidate used offensive and	Candidate received a level 1 penalty warning letter.

	derogative language against women in front of a live audience.	
--	--	--

Duplication of work

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies—EE and mathematics SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their EE; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an “N”, being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized material in the examination room

Diploma Programme		
Subject	Example	Outcome
Business management—paper 2	After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.	The candidate received a level 1 penalty warning letter.
Mathematics HL—paper 1, non-calculator	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject-matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an “N” was awarded for mathematics HL

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome
Physics SL—paper 1	When entering the examination hall, a candidate refused to sit in their allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, they maintained their disruptive behaviour. They were warned by the invigilator but became increasingly aggressive and were eventually removed from the examination hall.	The candidate received a level 2 penalty: zero marks for component.

Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	Example	Outcome
Psychology SL—paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that candidate A was receiving information via a pair of wireless headphones from another candidate, candidate B, who was in a different room. Through a "cough code", candidate B identified and read subject relevant information to assist candidate A in completing the examination.	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting other candidates in committing an act of academic misconduct" category.

Breaches that threaten the integrity of the examination

Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	Example	Outcome
English A: literature SL—paper 1	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove

	cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.
--	--	---

Sharing examination content before or during an examination, or within 24 hours of scheduled ending

Diploma Programme		
Subject	Example	Outcome
Chemistry HL—paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
Biology SL—paper 2 and paper 3	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on examination content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to examination questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
History SL, biology HL and mathematics SL	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

	<p>of the group members to obtain live examination content from those candidates that had already completed the examination papers.</p> <p>While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.</p>	
--	---	--

Appendix 3 : Plagiarism

The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (Assessment principles and practices—Quality assessments in a digital age). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

Plagiarism is not a new phenomenon and occurred before large quantities of information from all over the world could be accessed via the internet. It is not always due to a devious behaviour. Students can plagiarize accidentally because they ignore the referencing technicalities, although many people would respect any attempt to indicate an idea came from someone else. There are students who knowingly plagiarize content from others and some try to hide it through poor paraphrasing or word substitution. Students need to understand how knowledge is constructed and to develop their own thinking while showing an honest behaviour by giving credit where credit is due. Technical skills of referencing are important and students should have the opportunity to master these techniques during their learning journey. But understanding the principle of academic integrity in any educational endeavour comes first.

There are many reasons why students plagiarize.

- Perceived lack of interest by their teachers; why should students invest their time in writing something that may not receive attention?
- Poor or irrelevant tasks; students will not engage with a task if they do not see the connection with their learning or career goals.
- Need to succeed; the imperative notion that high grades are expected for all tasks.
- Lack of confidence in their abilities; students feel unprepared or incapable to meet the task requirements.
- Poor time management; students may procrastinate in completing a task and choose to copy the work of others to produce something on time.
- No fear of consequences; students may not care about being caught or may be willing to take the risk just to “beat the system”.

There is the belief among some scholars that the internet is exacerbating the problem of plagiarism due to the easy access to information. With a culture of “cut and paste” and blurred ownership lines it may be easy for students to assume that the information available on the internet is free to use without acknowledgement.

However, plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution. Copying work is not restricted to published text

on the internet or elsewhere, but can include the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. Copying pieces of art such as paintings and music is also considered plagiarism as is copying computer programming codes. Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment.

3.1 How teachers can support their students

- Make sure that students are able to locate the school's academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements with regard to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching.

3.2 How students can avoid committing plagiarism

- Read and understand their school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

For further details about the IB's expectations with regard to referencing see the publication [Effective citing and referencing](#).

Appendix 4 : Guidance on the use of artificial intelligence tools

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

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

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

4.1 Teaching students about academic integrity

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

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

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

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

4.2 The IB and AI tools

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

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the

IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

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

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

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

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

Some recommendations are as follows.

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

and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

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

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

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

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.
This is the best approach in ensuring that the work belongs to the student, and it also encourages Best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people’s ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

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

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

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

How should teachers guide their students when using AI tools?

Students should be informed of the following rules.

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

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

Using software to improve language and grammar

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

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

Confidence in IB results

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

