

Academic Integrity Policy

Purpose

The purpose of Academic Honesty is to promote key values of honesty, trust, fairness, respect and responsibility for all members of our community. We believe that the IB learner profile describes the attributes that we nurture, value and respect in all members of our community. Academic Integrity is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act. As members of the Suncity School community we are committed to behaving in an honest, principled manner at all times and in all situations, both within the school environment and in our behaviour in the world beyond school.

The IB learner profile and academic integrity

- Principled - They act with integrity and practice fairness, justice and respect for the dignity of the individual, groups and communities. Acknowledging the work others have done, and taking responsibility for one’s own work.
- Thinkers - Using critical thinking skills by making reasoned and ethical decisions while using the Internet or any other sources.
- Reflective - Giving thoughtful consideration to others’ experiences.
- Knowledgeable - Reading and researching through the best practices (inclusive of correct citation).
- Caring - Displaying respect toward others by acknowledging their work.
- Risk Takers - Trying and doing work independently even if unsure of success.

Academic integrity is embedded as follows in the IB *Programme standards and practices*.

Standard: Leadership and governance (0201)

Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.

Standard: Student support (0202)

Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).

Standard: Culture through policy implementation (0301)

Implementing, communicating and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice.

Standard: Students as lifelong learners (0402)

Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work.

Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.

Standard: Approaches to assessment (0404)

Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

The following policy leans heavily on the IB policy paper “**Academic integrity policy**” and “**Academic honesty in the IB educational context**” and has been produced by reproducing and modifying text found in these policy documents. Some material has been edited out for the sake of brevity and to enable it to be more easily incorporated into Suncity School International Academia day-to-day school practices.

1. Academic honesty, academic Integrity, academic misconduct, intellectual property, plagiarism, and authentic authorship

1.1 Academic honesty must be seen as **a set of values and skills that promote personal integrity and good practice** in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.

1.2 Academic honesty covers concepts such as original authorship and ownership of creative material as well as proper conduct in relation to all assessment activities including the final examinations.

1.3 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.

1.4 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 happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

1.5 Intellectual property implies the notion that all acts of intellectual and creative expression (for example, works of literature, art, or music) must be respected as the property of the creator and are normally **protected by national and international law**.

1.6 Authentic authorship involves works that are based on the candidate’s **individual and original ideas** and where all **ideas and works of other authors is fully acknowledged and referenced in the body of the author’s original work**. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

1.7 Plagiarism involves any attempt by an author, including in this instance students presenting work for assessment in the IB Diploma programme, to present the works and ideas of others as that of their own. Plagiarism is synonymous with cheating and/or gaining advantage by using the intellectual property of others.

1.8 Candidates will receive guidance as to when and how to include acknowledgments in their work. Similarly, the practice of paraphrasing is a skill that must be taught. When using the words of another person it must become habitual practice for a candidate to use **quotation marks or some other accepted means** of indicating that the wording is not their own. Furthermore, the **source of the quotation** (or paraphrased text) **must be clearly identified** along with the quotation and not reside in the bibliography alone.

1.9 Suncity School will require that every candidate studying the IB Diploma Programme, regardless of their registration category, **sign a declaration stating that all work they submit for assessment will be their own authentic work.** This declaration will cover all class assignments, homework assignments and work undertaken for internal assessment.

2. Misconduct

2.1 The Regulations define misconduct as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

2.2 Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, and graphs etc.

2.3 There are other ways in which a candidate may commit malpractice and thereby breach the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer mainly to the written examinations:

- During **Coursework** when a student seeks and receives assistance from others such as teachers, peer students, tutors and parents or legal guardians, 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. This also affects the assessment process since the work is not entirely produced by the student in question.
- Taking **unauthorised material** into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination
- **Misconduct** during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging, or in any way supporting, or attempting to support, the **passing on of information** that is related to the examination
- **Copying** the work of another candidate
- **Failing to comply with the instructions** of the invigilator or other member of the school's staff responsible for the conduct of the examination
- **Impersonating** another candidate
- **Stealing** examination papers

- Using an **unauthorised calculator** during an examination
- **Disclosing** or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
- **Fabricating** data for an assignment
- **Sharing information with other IB students** at other IB schools after examination sessions have concluded
- Submitting work commissioned, edited by, or obtained from a third party

3. Conventions

Referencing at SUNCITY SCHOOL – Instructions for students:

3.1 Citations

A citation is a reference to a source. All the material referred from books, articles, essays, websites, databases, newspapers, musical compositions, and literary creations etc. must be acknowledged. The basic principle is that the reader should always be able to differentiate the ideas of an author of a literary creation from the author or creator from whom this was referred from. The work cited list displays the sources that are used in a particular research paper.

Citations gives due credit to the author of the words or ideas that you incorporated into your paper.

MLA 8

MLA stands for the Modern Language Association, an organization that focuses on language and literature.

Works Cited page must include the following as its list of core elements. The core elements are:

1. Author
2. Title of source
3. Title of container
4. Other contributors
5. Version
6. Number
7. Publisher
8. Publication date
9. Location

Citations are listed in alphabetical order by the first word in the citation, which is typically the last name of the author.

Procedure for different types of Citations

Book

Basic Book Format

Last Name, First Name. Title of Book. Publisher, Publication Date.

Books: One Author

Example.....

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

Books: Multiple Authors

When the book has just 2 authors.....Reverse the first of the names...follow it with a comma and give the 2nd name in normal order. Example....

Olsen, Gregg, and Rebecca Morris. *If I Can't Have You: Susan Powell, Her Mysterious Disappearance, and the Murder of Her Children*. St. Martin's True Crime, 2015, pp. 18-22.

Books: Three or more Authors

The first author is listed.....followed by et al.

Example.....

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State UP, 2004.

Books: Editors

Last name, First Name, editor. Title. Publisher, Publication Date.

Example...

Holland, Merlin, and Rupert Hart-Davis, editors. *The Complete Letters of Oscar Wilde*. Henry Holt, 2000.

A Work in an Anthology, Reference Book or a Collection

Last name, First name. "Title of Essay." Title of Collection, edited by Editor's Name(s), Publisher, Year, Page range of entry.

Title of poem, essay, story, etc. is put in quotes.

Example...

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*, edited by Philip Smith, Dover, 1995, p. 26.

An E-Book

An e-book can stand alone AND be part of another container or online collection.

Last name, first name. Title. Publisher, date. Title of Container, DOI location.

Example...

Gikandi, Simon. *Ngugi wa Thiong'o*. Cambridge UP, 2000. ACLS Humanities E-book, hdl.handle.net/2027/heb.07588.0001.001.

Article

Basic Article Format

Last name, First name, "Title." *Journal Name*, vol., no., date, pages.

Article in Print Journal

Example...

Baron, Naomi S., "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200.

Article in a Database

Example...

Smith, Pamela H, and Tonny Beentjes. "Nature and Art, Making and Knowing: Reconstructing Sixteenth-Century

Life-Casting Techniques." *Renaissance Quarterly* vol. 63, no. 1, 2010, pp. 128–179. JSTOR, www.jstor.org/stable/10.1086/652535.

Article with no author

At times, there are articles without the author name. Example...

"The Estate Tax Debate." *The Wilson Quarterly*, vol. 25, no.1, 2001, pp. 100-02. Humanities Source, db12.linccweb.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=hus&AN=503839172&site=ehost-live.

Website

Author. "Title." *Title of Website, Blog, Social Media*, Version (edition), Number (vol. and/or no.), Publication Date, Location (pages, paragraphs, URL or DOI). Date of Access (if applicable).

Example with an author or editor...

Eaves, Morris, et al., editors. *The William Blake Archive*. 1996-2014, www.blakearchive.org/blake/.

Example without an author...

"Giant Panda." *Smithsonian National Zoological Park*, Smithsonian Institute, nationalzoo.si.edu/animals/giantpandas/pandafacts/. Accessed 6 August 2018.

Social Media

Blog

Example...

Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, somanymanybooksblog.com/2013/04/25/the-reading-brain-differences-between-and-print/.

Online Video

Example...

"*Buffy the Vampire Slayer*: Unaired Pilot 1996." *YouTube*, uploaded by Brian Stowe, 28 Jan. 2012, www.youtube.com/watch?v=WR3J-v7QXXw.
Date of access helps the reader know what version you used.

Example...

"Under the Gun." *Pretty Little Liars*, season 4, episode 6, ABC Family, 16 July 2013, www.hulu.com/watch/511318. Accessed 23 July 2013.

Film

The film citation consists of the movie title, director, production company and the year of release.

Twenty-Eight Days Later. Directed by Danny Boyle, produced by Alex Garland, Fox Searchlight Pictures, 2002.

Few examples of incorrect Citations

Three Authors

Example...

Westhues, Adam et. al. "A SWOT Analysis of Social Work Education in Canada." *Social Work Education*, vol. 20, no. 1 pp 35-56. doi:10.1080/02615470020028364

This citation is incorrect as the comma after the first name 'Adam' is missing

The correct citation will be ...

Westhues, Adam, et. al. "A SWOT Analysis of Social Work Education in Canada." *Social Work Education*, vol. 20, no. 1 pp 35-56. doi:10.1080/02615470020028364

Article in Print Journal

Example...

Baron, Naomi S., "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-

The citation is incorrect because the page numbers of the article from where it is starting to the page number where it is ending is not there. Also, the citation must end with a full stop.

The correct citation will be ...

Baron, Naomi S., "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200.

Online Video

Example...

"Citation and Referencing for beginners." *YouTube*, uploaded by WInspire, 1 April 2019, <https://www.youtube.com/watch?v=U3ntLOPqCpg>.

The citation is incorrect because the date accessed is missing

The correct citation will be ...

"Citation and Referencing for beginners." *YouTube*, uploaded by WInspire, 1 April 2019, <https://www.youtube.com/watch?v=U3ntLOPqCpg>. Accessed 5 June 2020

How do I cite generative AI in MLA style?

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

You should

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

Copy and paste this link <https://style.mla.org/citing-generative-ai/> for specific examples from the Modern Language Association and keep in mind: the MLA template of core elements is meant to provide flexibility in citation. So if you find a rationale to modify these recommendations in your own citations, we encourage you to do so.

Example of Citing Generative AI

Paraphrased in Your Writing

While the green light in *The Great Gatsby* might be said to chiefly symbolize four main things: optimism, the unattainability of the American dream, greed, and covetousness (“Describe the symbolism”), arguably the most important—the one that ties all four themes together—is greed.

Works-Cited-List Entry

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

Using the MLA Template

Author

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

Title of Source

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

Title of Container

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

Version

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

Publisher

Name the company that made the tool.

Date

Give the date the content was generated.

Location

Give the general URL for the tool.

4. *Guidance on the distinction between legitimate collaboration and unacceptable collusion or plagiarism*

International Academia Students at SUNCITY SCHOOL receive specific instructions on what is regarded as Academic Integrity and Academic dishonesty. The academically dishonest behaviour that leads to undesirable consequences, is shared with the students in the beginning of their first IBDP year. All students are provided with written information published at the SUNCITY SCHOOL intranet about plagiarism and academic honesty. When registering for the IBDP exam all students also have to sign that they are aware of and understand the policy and the consequences that

follows with misconduct. However, at the same time we stress what is regarded as legitimate collaboration that is not only allowable but, in fact, may be encouraged.

An example is in group 4, Science subjects. IA investigations are conducted where students cooperate to design an investigation, work together to gather, and collect data but where the data is processed and presented by each individual as their own work. The majority of students understand that there is no conflict between the IB learner profile terms "collaboration" and "academic honesty" when writing lab reports. For students to be Scientific in the group 4 investigations enough data has to be collected often in teams or groups. This is an example of where collaboration sometimes is both essential and necessary. The analysis and conclusions from the data collected is understood to be done by the individual student using the group data. This includes organizing the data in tables etc. For some few students this has to be explained further with examples to clarify the difference.

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5. **Information on what action will be taken by the school and the IBO if a candidate is found guilty of malpractice**

5.1 Penalties are imposed on a candidate found guilty of academic malpractice/misconduct in order to:

- ensure that the candidate does not gain an unfair advantage
- maintain the integrity of the examination session by excluding those candidates who have abused the system
- deter other candidates from taking the same action.

5.2 In the event of an academic misconduct by a student during the submission of **general class assignments** or during the **conduct of internal summative examinations**, a committee comprising of Diploma Programme Coordinator, home room tutor and subject teacher/invigilator will review the incident and decide on the penalty for the student. The penalty may range from giving a formal warning to detention from school for a specified period of time and even expulsion from the school. Following penalty matrix should be referred to, for details:

Frequency of infringement	Infraction
First case of reported misconduct	Apology note and a verbal/written warning
Second case of reported misconduct	Apology note and grounded in the long break*
Third case of reported of misconduct	Apology note and grounded for a week**
Fourth case of reported misconduct	Apology note and suspension for a week from the school

* (Student to submit an original additional research and reflective paper/ assignment)

** (Stay back for an hour each weekday for practising proper citation and referencing tools and ensure submission of original work)

5.3 In the event of an academic misconduct by a student in the **formal coursework submission** (prior to sending it to IB through the eCoursework platform), the student would be required to resubmit the work within a specified timeframe, with the condition that the misconduct is not repeated under any circumstance in future. In case of a repetition, the student would not be allowed to resubmit his work and the student would be marked 'non-submission' for the coursework.

5.4 A student charged with academic misconduct would have to undergo a reflective process in which s/he would be required to think over the circumstances under which the incident took place. This reflective exercise shall ensure that the student tries to imbibe the benefits of integrity in education and life.

5.3 Offences and their penalty

Any act of academic misconduct detected after the formal submission of coursework to IB (through the eCoursework platform) will be immediately reported by the Diploma Programme Coordinator to IB. The IB may also detect a case of academic misconduct in the course of reviewing the submissions done by students. The penalty for an academic misconduct pertaining to written and oral coursework and examinations would be proportionate with the severity of the incident. The penalty matrices stating different levels of penalty against different cases of infringements needs to be referred to, in the Appendix section of this document.

6. Academic integrity policy in practice

6.1 The librarian would conduct sessions on academic integrity and on technical aspects of academic honesty (citations and referencing) during the designated lessons on a weekly basis.

6.2 The librarian would conduct sessions with the teaching staff members on topics pertaining to academic honesty and maladministration on a quarterly basis

6.3 Members of the pedagogical leadership would ensure that the ethos of academic integrity reflects in all aspects of learning, teaching, and assessment for subjects/disciplines under their designated groups.

6.4 The subject teachers would be reflecting on the level of academic integrity attained by a student during the course of formative assessment. The same would be mentioned in the monthly formative assessment report by the subject teacher.

7. Use of artificial intelligence tools

7.1 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**.

7.2 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.

7.3 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.

7.4 The IB expects the **teacher to confirm the quality of the final piece of work** is in line with what they would expect the student to be able to produce. IB believes that 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, **the school would not be submitting it to the IB**. This is the best approach in ensuring that the work belongs to the student,

and it also encourages best practice in writing coursework. The teacher will base her/ his decision on the way s/he has seen the student develop the work over a period of time as IB coursework is not designed to be completed in a single evening.

THE IB AND ARTIFICIAL INTELLIGENCE (AI) TOOLS



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WHY IS THE IB ALLOWING STUDENTS TO USE AI TOOLS?

Students at IB World Schools are provided with a unique, challenging and diverse education. They are encouraged to drive their own learning and to think critically and challenge assumptions.

The IB understands that there will be many reservations about allowing the use of Chat GPT and other artificial intelligence tools in IB World Schools. However, we believe that these tools can provide great opportunities to enhance the skills of IB learners. Critical thinking, for example, is a skill that will grow in importance when using artificial intelligence tools. We therefore need to work with these tools, rather than against them, and embrace what the technology is capable of. The IB strongly believes that we should find appropriate ways to include such tools in teaching and assessment, which are complementary with learning aims.

HOW CAN STUDENTS MAINTAIN ACADEMIC INTEGRITY WHEN USING AI TOOLS?

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.

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools.

For the IB, **transparency** is the key, and we expect students to give full credit to any source/material that they have used when writing and creating their own work.



HOW DO STUDENTS CORRECTLY REFERENCE AI TOOLS?

In any type of 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 in the bibliography.

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023).

The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.

HOW ARE ARTIFICIAL INTELLIGENCE TOOLS ADDRESSED IN THE UPDATED ACADEMIC INTEGRITY POLICY?

The Academic Integrity policy has been updated and is now available on the Programme Resource Centre. There is a new appendix (6) – *Guidance on the use of artificial intelligence tools*. This section will help schools to support their students on how to use these tools ethically, in line with the IB’s principles of academic integrity.

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Appendix

Find below the screenshots from the IB document titled ‘Academic Integrity’ (*Published October 2019, updated on March 2023*) capturing difference cases of infringements and the subsequent levels of penalty.

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 <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text 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 <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	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 <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</i>	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. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

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	In candidate’s possession but	In candidate’s possession but no	In candidate’s possession and	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
material in the examination room —see note 8	surrendered or removed during the first 10 minutes of the examination.)	evidence of it being used during the examination.	evidence of it being used during the examination.	
Exhibiting misconduct or disruptive behaviour during an examination —see note 9	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i>	Not applicable
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. <i>Penalties will be applied to all candidates participating in the incident.</i>	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. <i>If the impersonator is not an IB student, the IB will try to establish their identity and</i>

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

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	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	Assisted the sharing of partial or complete live examination content.

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
examination—see note 12			when shared information is general.	
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 <i>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Works Cited

“Academic Integrity.” Online Curriculum Centre. International Baccalaureate Organization. Mar 2023. www.ibo.org/programmes/about-assessment/academic-integrity/. Accessed 21 June 2024.

“How do I cite generative AI in MLA Centre?” MLA Style Centre. style.mla.org/citing-generative-ai/. Accessed 21 June 2024.

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