



Academic Integrity Policy





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IB Mission Statement

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

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

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

School's Mission Statement

Our mission is to provide students with the skills and knowledge to become global citizens and lifelong learners. We do this by creating a positive, supportive environment where students from different cultural backgrounds grow together, academically, socially, and emotionally.



Rationale

Academic integrity is an essential principle of the IB's academic programmes that enhances the organisation's credibility and position as a leader in international education. At American School Wrocław (ASW) we consider it to be a vital component of a holistic learning process and as a member of the school community we believe, it is the responsibility of each one of us to maintain the needed standards at all times.

Academic Integrity and the IB Learner Profiles

At ASW we value being academically honest. The Learner Profile and the IB attitudes are followed as the basis for the development of academic integrity in our students. Following learner profiles contribute to the policy framed at school.

Principled

A continuous approach towards practising Academic Integrity at school is our prime target. Here students strive to act with honesty and integrity. The academic staff at the school supports them in their journey to understand the worthiness of being honest so that they can become better global citizens of tomorrow.

Knowledgeable

Understanding the gist of the Academic Integrity brings in the awareness regarding ownership and providing due credit to authors and creators whose work or ideas influence them. Students become knowledgeable through exploration and research.

Reflective

Academic Integrity being an essential aspect of teaching and learning ensures that students reflect on everything that they learn at school. At ASW, teachers ensure that the students learn



how to cite someone else's work and create their own authentic creations, making them imbibe the traits of the reflective learner profile.

Academic Integrity Policy

The academic integrity policy at ASW aims to ensure that the learners create with authenticity and learn to give due credit to everyone who has helped them or influenced their learning.

Academic misconduct

Plagiarism - Quoting someone else's data as yours is categorised as a plagiarised work.

- a. When a candidate submitted a document containing several sections of unreferenced text. No bibliography was included.
- b. A candidate submitted a piece of work that was almost identical to an internet source. No reference was provided in the body of the work or in a bibliography.
- c. Peer Plagiarism - When a candidate submits the work of another candidate as his own. For example, a student who submitted an assessment task, in which some part was extracted from the internet. On, examining teachers could identify that students' answers did not match her/his own work.

Cheating in the examinations -Taking unauthorised items into the examination room. Having access to the Electronic gadget/mobile phones, found using calculators that have not been authorised, not obeying the academic misconduct disclaimers for the on-screen examinations.

Copying - Copying from someone else's work without the owner's consent.

Intellectual property - This deals with copyrights, patents and trademarks. In cases where a candidate uses logos or trademarks without rights of authorization breaches the rules and regulations of school will be penalised for the act. Copyrights laws protect original works of authorship, but ownership rights in literary and artistic works need not necessarily reside with the author or creator of the work.



For example, if a student is found using the school or the IB logo under any circumstances, to make copies of any examination material or examination stationary supplied, they will be penalised for the same.

Authentic authorship - Works of individual authorship which represents the authentic expressions of the author are crucial towards autonomous and individual forms of expression. Authentic authorship is an essential requirement in achieving progress in the sciences and the arts, and make the case for protecting the author's property rights in literacy and artist work. Candidate's completed examination papers must reflect their own authentic and genuine work.

Legitimate collaboration and unacceptable collusion - In group assessments, when candidates working in groups are required to submit individual pieces of work they may find the difference between collaboration and collusion. They must exhibit a balanced behavior recognizing the collaboration of other team members and granting fair recognition of their own participation.

For example, while working in a group on a project, students are required to distribute the workload quickly, although in most cases seen there is a member who may have contributed more than others. In such cases, students must acknowledge the work of team members and explaining that submitting a piece of work jointly as if it has been done individually is considered collusion.

Duplication/ Double Dipping - Submitting the same work for two different assignments or assessments; or using the same work twice for assignments or assessments.

Collusion - Presentation of someone's work as one's own including both individual and group work. This might include plagiarized work, working in collaboration without the supervisor's consent. When two candidates submit identical work for an assessment despite the subject teacher advising that the candidates must collect and record their own data and write their own conclusions. For example, on the date of submission, a student turns in work which is similar to the work of another student. On examining the students' submissions, the teachers could identify that the submitted assignment was not an original piece of work.

Forgery - Forging the signature of a staff member or a parent on an official document.



Violation of the school's academic integrity norms can result in penalties, including possible disciplinary action. On such occasions, a student may be asked to resubmit the assignment, be awarded a zero for the assignment or granted academic probation as deemed fit by the school.

Guidelines for Citation and Referencing

Students and teachers are appraised about citation methodologies and referencing techniques through various skill development workshops at the school. The students are encouraged to use appropriate citation and referencing tools from a very young age as a part of their primary school learning process. The MLA format is followed at the school for all submissions pertaining to the Diploma Programme. A simplified version of the same is devised by teachers for younger students at the school.

Prevention and detection of Academic Misconduct

ASW

The school follows Academic Honesty norms set by the IBO and monitors the progress of students' work, portfolios and IAs strictly. Teachers and Coordinators regularly oversee the process of the students' learning journeys and assess the academic merit and authenticity of their work through viva voces, process journals, interviews, drafts submitted and other such methods. Turnitin will be used by the school to assess plagiarism in assignments and submissions by students.

When a violation is reported, the first step is to identify the issue and discuss the behaviour of the student or students involved with their parents, the teacher(s) involved, the segment coordinator and the Principal. The student(s) and the teacher(s) are allowed to explain their situations and reasons and appropriate action is taken in cases where it is proved that the academic integrity policy has been violated.

The student is counselled by the segment coordinator and the school counsellor on the first instance and is asked to resubmit the assignment. On the second instance and in case of formal exams like semester end exams, the student is awarded a zero and counselled by the segment



coordinator and the school counsellor. On the third instance and thereafter or based on the severity of the case, the student will be granted academic probation and would need to resubmit the assignment. The student will also be counselled by the segment coordinator and the school counsellor.

The students, in all cases, would also have to come up with an effective CAS or SAA plan that combats the damage done.

The IB

The IB sanctions and consequences for academic misconduct and malpractices are provided at the end of the policy. These are taken from pages 31 to 45 of Appendix 2: Student Academic Misconduct of the Academic Integrity Policy published in October, 2019.

AIP in the Middle Years' Programme

All students in the MYP are encouraged to follow the AIP strictly in word and in spirit.

MYP Year 1 to 3: Since these students are very new to the IB programmes, they are regularly trained to understand the MLA 8 citation and referencing style and provided with a simplistic modification of the MLA 8 that they must use for all their submissions and assignments at the school.

MYP Years 4 and 5: Since these students work on assignments that are submitted to the IBO and are quite well accustomed to the IB programme. They must use the MLA 8 citation and referencing style accurately to cite their sources. They are regularly trained to ensure that they have complete knowledge of the MLA 8 and can use it effectively. Teachers monitor the progress of their subject specific submissions to ensure that these are authentic and original. Interviews and vivas are conducted to ensure that there is no malpractice or plagiarism. Students sign academic honesty declarations provided by the IBO to vouch for the authenticity and originality of their submissions.

Acknowledgement and Citation exemplification

For in-text Citations (MLA):



- When referencing a work with a single author, students should include the author's last name and the page number(s) of the quoted or paraphrased material in parentheses at the end of the sentence. For instance: "According to Smith, effective communication is essential for collaboration (12)."
- If the author's name is already mentioned in the sentence, the student only needs to include the page number(s) in parentheses. Example: "Smith highlights the importance of clear communication (12)."
- For works with two or three authors, include all last names separated by commas in the parentheses. If there are more than three authors, use the phrase "et al." (and others) after the first author's last name. Here are some examples:
 - Two authors: "Recent research suggests a link between sleep and academic performance (Jones and Brown, 15)."
 - Three authors: "A strong work ethic is crucial for success in the MYP program (Miller, Garcia, and Rodriguez, 21)."
 - More than three authors: "Studies show that collaboration can enhance learning (Johnson et al., 42)."

Parenthetical Citations with Multiple Sources:

- If referencing ideas from multiple sources within the same parentheses, separate the citations with a semicolon. For example: "Effective communication and collaboration skills are essential for success in the MYP program (Smith, 12; Jones and Brown, 15)."

Avoiding Plagiarism:

- Even when citing sources, it's important to paraphrase information in your own words whenever possible. Direct quotes should be used sparingly and always placed in quotation marks with proper in-text citation.

As discussed earlier, MYP students at ASW are developing their research and writing skills. Start by introducing basic in-text citations (author and page number) and gradually increase complexity as they progress through the program.

Our librarian will conduct workshops in order to support the students and show students real-world examples of MLA 8 citations in various formats (books, articles, websites). These



meetings are also to ensure students understand the concept of plagiarism and the importance of acknowledging original work.

Teachers are encouraged also to Integrate citation exercises into assignments and class activities so our students have the opportunity to practise paraphrasing and using in-text citations.

By implementing these strategies we at ASW help our students develop strong research ethics and responsible citation practices within the MLA 8 framework.

AIP in the Diploma Programme

Students in the Diploma Programme must strictly adhere to the norms mentioned in the AIP. Students are provided subject specific training to help them understand the MLA 8 citation and referencing styles and use them properly for their subject specific submissions. These training are provided during the Pre-IB bridge course prior to the start of the school year as well as throughout the year by subject teachers. Teachers monitor the progress of their subject specific submissions to ensure that these are authentic and original. Interviews and vivas are conducted to ensure that there is no malpractice or plagiarism. Students sign academic honesty declarations provided by the IBO to vouch for the authenticity and originality of their submissions.

Alignment with Other Policies

Assessment Policy

The students at the school sign an academic integrity form prior to taking their exams or submitting assignments for assessments. This form ensures that they follow appropriate academic honesty norms as mentioned in the academic integrity policy. Students also sign an undertaking attesting that all submissions made by them to the IBO are their authentic and original work. The teachers, supervisors and coordinators regularly monitor the progress of IAs, portfolios and process journals to ensure that students adhere to the academic honesty standards expected by the school and the IBO.

Admission Policy

The school verifies the documents submitted by the student prior to admitting them. During the admission process, parents and students sign and ascertain that all documents and tests taken by the students are devoid of any malpractice. The students also take an admission test prior to



joining the school during which they declare that they would not resort to the use of any unfair means while taking the test. The school may reserve the right to reject a candidate who violates the academic integrity norms or resorts to academic malpractices.

Community Involvement

ASW believes that holistic learning takes place when all the stakeholders are equally involved in the educational process. The responsibilities of the stakeholders at the school are as follows:

- Students
 - Students are encouraged to practice Academic Integrity at all times.
 - Students must ensure that the work done and submitted is their own work and includes appropriate citations as required.
 - Students need to sign an undertaking ensuring that they will not be involved in any sort of malpractice.
 - While working in groups, students must declare and acknowledge the work done by their team members along with the work done by them. They must use proper citations where appropriate.
- Teachers
 - All Subject Teachers must keep a record of their students work and the progress made by them and update the Coordinator in case of any delays in submission.
 - They must appraise the students about the strict adherence to the internal deadlines set within the school. This will help all stakeholders to complete the required tasks with ease.
 - They must assess the authenticity of the work submitted by running them through the plagiarism detection software used at the school.
 - They must inform the Coordinator and the parents in case of any malpractice or delays in submissions so that appropriate measures can be taken to rectify them.
- Coordinators
 - Coordinators at school are responsible for upholding the spirit of Academic Integrity at school.
 - They need to conduct various Academic Integrity Workshops in order to educate the entire community about its seriousness and the consequences of violating it.



- In case a student is found guilty of malpractice, Coordinators must inform the Head of School and parents of the concerned student so that the issue can be resolved at the earliest.
- They must investigate cases of malpractice and take the appropriate measures.

- Parents/Guardians
 - Parents/Guardians should be well aware of the Academic Integrity Policy at ASW.
 - They should attend the sessions scheduled at school on a regular basis to understand the importance of academic integrity and the updates made to the policy so that they can help their wards adhere to it.

Communication of the Policy

AMERICAN SCHOOL
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The contents of all the policies and the norms mentioned in the Academic Integrity Policy are regularly communicated to the stakeholders through sessions with parents, students, teachers and the management. The policies are also available on the school's website so that all the stakeholders can access them with ease.



Policy Review Timeline

All policies framed at ASW are reviewed annually.

Policies	Review Timeline
Policy Drafted	October 2022
Policy Reviewed	November 2022
Policy Approved	August 2023
Policy Updated	April 2023
Next Policy Review	August 2024



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
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	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	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—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</i>	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
			<i>different subject papers.</i>	
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 candidates try, 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 inform the relevant awarding body that impersonator is or was registered for.</i> <i>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 examination’s scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination	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.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
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.	When a student shows any of these behaviours and/or refuses to submit a statement.



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
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.	

Explanatory notes

1. Level 3a penalty. This depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the subject, 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 diploma. Therefore, plagiarism cases in EEs will only be considered when a considerable amount (more than 100) of consecutive words lacks proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:



- friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file-sharing sites.
5. Minor offences may include but are not restricted to:
- conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:
- conducting field experiments or investigations that inflict pain or risks the well-being or survival of live organisms
 - conducting research or fieldwork that damages the environment
 - including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:
- producing any work that shows disrespect of personal, political and/or spiritual values, and/or contain 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 or cellular phones
 - notes
 - study guides
 - own rough or scratch paper
 - non-permitted dictionaries
 - other prohibited electronic devices such as smartwatches or smartglasses.
9. Misconduct during examinations may include but are 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. Assisting other student(s) in committing an act of misconduct may include but are 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

Middle Years Programme		
Subject	Example	Outcome
Music—ePortfolio	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an “N”, was awarded for music.
Personal project	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an “N”, was awarded for the personal project.

Diploma Programme		
Subject	Example	Outcome
Extended essay (EE)	A candidate submitted an extended essay which 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.
Visual arts higher level (HL)—exhibition	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an “N”, being awarded for visual arts HL.
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.



Diploma Programme		
Subject	Example	Outcome
History of the Americas HL—paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an “N”, was awarded for History of the Americas HL.
Theory of knowledge (TOK)—essay	A candidate submitted an essay that was almost entirely plagiarized from an English source which 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 of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	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.
TOK—essay	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 school. 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. Candidate B rewrote part of candidate A’s essay but left many sections unchanged.	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
Environmental systems and societies standard level (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	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	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

Middle Years Programme		
Subject	Example	Outcome
Drama—ePortfolio	During the completion of the oral component recording, an MYP candidate included an inappropriate joke which contained sexual content and references to religion. Offensive and derogative language was used.	Candidate received a level 1 penalty warning letter.

Diploma Programme		
Subject	Example	Outcome
Theatre HL—research presentation	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.



Duplication of work

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies—extended essay and mathematical studies SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their extended essay; 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
Biology SL—paper 2	After candidates had entered the examination room 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 before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
Chemistry HL—paper 1	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school’s IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.
Business management—paper 2	After candidates had entered the examination hall and the instructions had been read by the	Candidate received a level 3a penalty—no grade for the subject—as there was



Diploma Programme		
Subject	Example	Outcome
	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.	evidence of possession and use of the mobile phone.
Mathematics HL—paper 1, non-calculator exam	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 his allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, he maintained his disruptive behaviour. He was warned by the invigilator but became increasingly aggressive and was 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 another candidate(s) 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 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.	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 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
History HL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing	Candidate received a level 3a penalty for the subject concerned.



Diploma Programme		
Subject	Example	Outcome
	how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	
Philosophy SL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.
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 exam 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 exam 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 of the group members to obtain	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.



Diploma Programme		
Subject	Example	Outcome
	live exam content from those candidates that had already completed the examination papers. 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.	





Bibliography

- https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-occ-fileg_0_malpr_sup_1408_1a_e/?c=08a1979c&lang=en&pdf=g_0_malpr_sup_1408_2a_e.pdf Academic Honesty in the IB educational context
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- https://resources.ibo.org/ib/topic/Academic-Honesty/resource/11162-occ-fileg_0_malpr_sup_1410_1f_e/data/g_0_malpr_sup_1601_1_e.pdf Academic Honesty in the DP

- The IB Academic Integrity Policy published in October, 2019.



Declaration:

I hereby declare that I have read and understood the Academic Integrity Policy and that I will abide by it during my tenure at the school.

Student's Name:

IB Programme and Year:

Student's Signature:

Parent's Signature: