

Academic Integrity policy IBDP Mora gymnasium

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance... DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there... Thus, teaching and learning in the DP must develop the positive behavior that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically (IB, 2014).

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (IB, 2014).

The mission statement of Mora gymnasium

The upper secondary school administration in Mora municipality and its activities, Mora gymnasium, Mora vuxenutbildning, Mora gymnasiesärskola, Mora Yrkeshögskola and Mora Högskolecentrum, shall be characterized by high quality with the student in the center.

The upper secondary school administration is a successful administration where our aim is that every student who begins an education should receive the help and knowledge that the student needs to develop towards their full potential in their studies, their future job and as a world citizen. Our aim is for students to learn for life and understand the value of living in a global society. Our vision is for each student to develop towards their full

potential and our business is characterized by the four bywords: Safety, respect, dedication and quality. We work together in a positive spirit so that everyone will feel joy, respect, participation but also responsibility in the work.

In the daily work, everyone's equal value and respect for each other must be one of our guiding stars and the school must be a safe environment.

Leadership must be health-promoting, meaning-creating, communicative and clear. (www.moragymnasium.se).

A Guide for IB Students at Mora Gymnasium

All students enrolled in the IB diploma program are subject to its *General regulations: Diploma programme*. Article 16. (IB, 2021b) The regulation refers to the publication *Academic integrity* (IB, 2019) which defines student academic misconduct as following: *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.* (IB, 2019, p, 3).

In order to satisfy this requirement, four kinds of malpractice must be avoided, namely, plagiarism, collusion, duplication and cheating in exams, expressed to students as follows:

Plagiarism

Your work should be authentic. Plagiarism is theft. It involves the use, without due acknowledgement, of someone else's words or ideas as though they were your own (IB, 2019). In principle, there is no distinction between stealing someone's work and stealing their property – both belong to someone else. In a sense, everyone's words and ideas come from someone else but the key phrase here is "without due acknowledgement". It is not acceptable to copy a phrase or sentence from a book and use it as though it was your own words. It is perfectly acceptable to quote a phrase or sentence from a source as long as you properly acknowledge it using an accepted academic convention for referencing. You will receive some guidance on different ways of quoting and conventions for referring to them from subject teachers.

Collusion

Collusion is supporting dishonest behaviour by another candidate. It involves such things as copying the work of another student and submitting it for assessment as one's own or allowing one's work to be copied and submitted for assessment purposes by someone else (IB, 2019). It includes also working together with someone else to produce a joint piece of work, which will then be submitted as separate and supposedly independent

pieces of work by the students involved. Collusion is not acceptable and is dishonest academic behaviour. You are expected to work independently of other students.

Duplication

Duplication of work is when you turn in or present the same work for different assessment components and/or DP core requirements (IB, 2019).

Behaviour in exams

The guidelines for what are expected of you in exams is clearly covered by the IB in the paper *Diploma programme Assessment procedures (see Appendix Conduct of IB examinations)* (IB, 2021b). Examples of misconduct during an IB examination are taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate. As well as other behaviour that can gain an unfair advantage for a candidate or that affects the results of another candidate as, for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media (IB, 2021b).

Division of Responsibilities

It is clear from the previous sections that in order to prevent these academic misconducts from occurring there is a division of responsibilities among the IBDP Coordinator, teachers, students, IB examiners and the IB. This division needs to be made more explicit.

First of all it is the responsibility of Mora gymnasium to ensure secure storage of all confidential IB material as well as the conduct of IB examinations. (IB, 2021a, IB 2021d). Breaches of this are seen as maladministration of Mora gymnasium and should be reported directly to the the IB. Mora gymnasium should be of assistance in helping the IB investigate any reported student misconduct as well as school maladministration as well as follow the guidance provided by the IB. (IB, 2019) Mora gymnasium is to make sure that the student is aware of what is and what is not regarded as academically honest behaviour. This is the purpose of producing this document and the student will be required to sign a paper saying that he/she has read this document and will adhere to it (see appendix 1). In addition to that every student must sign declarations of authenticity from for every item of coursework submitted that is to be submitted to the IBO (see template form in appendix 2). These declarations are to be submitted by every teacher to the IBDP coordinator for safe-keeping.

It is the responsibility of the school to ensure that these declarations have been properly made, recorded and stored, and that they are available to the IB if the authenticity of the work is called into question during the assessment process.

Schools must ensure that the authentication from a candidate is for the work submitted for assessment. No replacement work will be accepted by the IB after the authenticity of a piece of work is called into question or the deadline for submission has passed. (IB, 2021c, p. 9).

It is the teacher's responsibility to make sure that the students are aware of what is and what is not regarded as academically honest behaviour in so far as each subject has its own criteria for what is and what is not acceptable behaviour. The teacher should:

- Inform the students clearly what applies, what rules exist for the use of other sources and what can happen if you are caught with cheating. Be clear with the boundaries so that the students understand what plagiarism is and not.
- Teach in depth about referencing and ensure that the students get a high level of competence when it comes to using, processing and referring to other sources in their reports and essays.
- Discuss plagiarism from a copyright perspective and explain that it is against the non-profit copyright to put your own name during a work that someone else has done.
- Talk about the students' attitude toward cheating and plagiarism, not just about the legal aspects but also the ethical and moral aspects of it.
- Make sure to be involved in the process during the students' essay work through supervision.
- Strive to design tasks that make it difficult or impossible to cheat.
- Let the students present oral presentations of the work - they have to argue with their own words and thus show that they really master the content.
- Mora gymnasium uses digital tools for plagiarism control called Urkund (urkund.com)

It is the responsibility as a student of both Mora gymnasium and the IBDP to make sure to act in accordance with the mission statements of the school as well as in accordance with the guidance and advice of the IBDP coordinator and the teachers. Practical advice to succeed in this:

The Academically honest student:

DOES

- Document source material in a formal and appropriate manner. Make clear which words, ideas, images and works are not your own.
- Use direct quotation appropriately.
- Understand the concept of plagiarism.
- Give credit for copied, adapted and paraphrased material.
- Acknowledge explicitly and appropriately help provided by another person.

DOES NOT

- Copy the internal assessment work of other students.

- Give another student his/her own work to copy.
- Use notes or technology during a test unless allowed by the teacher and permitted by the examination rules.
- Do homework for another student.
- Present material written by another person as his/her own.
- Purchase and submit pieces of writing written by someone else.
- Write essays for other students.
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

What Mora gymnasium will do if Academic dishonesty is established (moragymnasium.se):

- 1. The student's completed or ongoing work is counted as non-approved. However, the student must be given the opportunity to show his / her knowledge and skills later on.*
- 2. Meeting of teacher-student-school leaders. The meeting is documented.*
- 3. Teachers, IBDP coordinator or principal contacts parents of an underage student.*
- 4. The principal has the right to expel students in the event of serious misconduct. (SFS 2010:800, Swedish School Law Chapter 5 § 17)*

Procedures for preventing cheating during writing exams in the assembly hall.

- 1. On the occasion of the examination, the student must not be left alone.*
- 2. The student must bring the material that has been agreed.*
- 3. The exam supervisor must move in the assembly hall to avoid cheating.*

In addition to this, all teachers at the IBDP will be informed about any case of malpractice during the IBDP and a letter will be sent to the parents for pupils who are under 18 years old.

Mora gymnasium will also make pupils do some IA under supervised conditions if the school feels that it is necessary in order to guarantee that the work submitted is the pupils own work.

Mora gymnasium will follow both the IB regulations and its own mission statement. It is the responsibility of IB examiners of Mora gymnasium to report to the IB any suspected cases of academically dishonest behavior.

What the IB will do if Academic dishonesty is established

Mora gymnasium will follow the appendixes in *Academic integrity* (IB, 2019) concerning Penalty matrices (see appendix 3). Any case of academic misconduct will be judged on the evidence that are available and the sanction will be applied according to the penalty matrix.

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. (IB, 2019, p. 25)

Note that if the candidate has received a penalty for academic misconduct and the student's grade for a subject is withdrawn that results in that a student cannot receive an IB Diploma. (IB, 2019)

The Academic Integrity policy is to be updated yearly by the pedagogical leadership team in collaboration with the IBDP teachers.

References

IB, 2014. *Academic honesty in the IB educational context*. Cardiff, UK. International Baccalaureate.

IB, 2019. *Academic integrity*. Cardiff, UK. International Baccalaureate.

IB, 2021a. *Conduct of examination booklet 2022*. International Baccalaureate.

IB, 2021b. *Diploma programme Assessment procedures 2022*. Cardiff, UK. International Baccalaureate.

IB, 2021c. *Diplomma programme Coordinator's notes May 2021*. International Baccalaureate.

IB, 2021d. *Diploma Programme: Secure storage of confidential IB examinations material booklet 2022*. International Baccalaureate.

Moragymnasium.se.

<https://www.moragymnasium.se/download/18.176c26fe1764ce5aedb3b3b/1608026085461/fusk-och-plagiering-regel-20-04-23.pdf>

SFS 2010:800. Skollag. <http://rkrattsdb.gov.se/SFSdoc/10/100800.PDF>

Urkund.com. <https://www.urkund.com>

Appendix 1.

Student Declaration

I hereby confirm that the following statements are true:

I have read and fully understand the document "*Academic Integrity policy IBDP Mora gymnasium*"

If I am unsure as to whether a specific action might not be in accord with the spirit and/or letter of the above guide, I will consult with either my teacher, the invigilator or the IB Coordinator (IB DPC) before engaging in that action.

Name: _____

Signature: _____

Parent/guardian: _____

Signature: _____

Class: _____

Date: _____

This declaration is to be handed to the IB DPC.

Appendix 2.



Candidate consent (school template)

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student’s IB school (via the programme coordinator or any other staff member authorized by the school) obtains consent and/or permission from the students (and their parents if required by your local law or school policies) allowing the upload of eCoursework on the student’s behalf.

Below is a consent that students may sign to permit your school to upload eCoursework. If parental notice and consent is also required under your local law or school policies, please obtain these and ensure that copies are kept together with the Candidate consent.

The IB relies on legitimate interest when processing coursework of candidates to carry out its educational mandate. For additional information about the use of personal data and privacy for eCoursework, please refer to the eC3 Privacy Supplement. For additional terms and conditions applicable to eCoursework, please make reference to the T&Cs on IBIS, specifically the “Additional terms for eCoursework”.

Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB’s eCoursework system.

You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

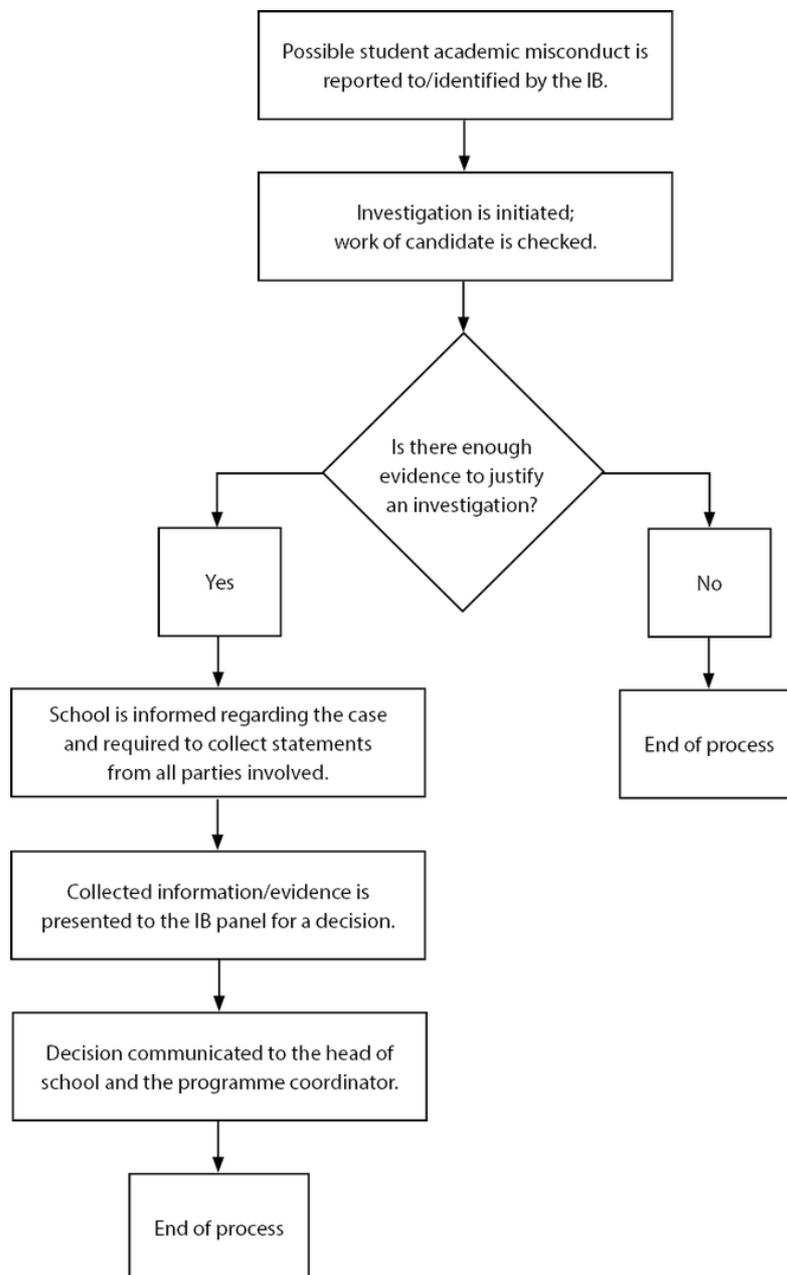
Signature.....

Print name.....

Date.....

Appendix 2: Student academic misconduct

2.1 Investigation flowchart



2.2 Penalty matrices

This section contains the IB penalty matrices detailing infringements by the student 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."

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 external sources.</i> | Not applicable. | Between 40-50 consecutive words and incomplete acknowledgement of copied source(s). | More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3. | Not applicable. |
| Peer plagiarism <i>Copying work from another student.</i> | Not applicable. | Between 40-50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s). | More than 51 consecutive words copied or submitting somebody else's work as one's own. | Not applicable. |
| Peer plagiarism <i>Student lending or facilitating their work.</i> | Student took reasonable steps to prevent their work being copied. | Student took no steps to prevent their work being copied or actively encouraged the copying of their work. | Student actively tried to sell their work to be submitted by others. | Student actively tried to sell the work of third parties to be submitted by others. |
| Collusion <i>Coursework only and when working collaboratively.</i> | Work of students show close similarity. | Work of students has similarities—less than 30%—and/or identical sections. | Work of students has extensive similarities—more than 31%—and/or identical sections. | Not applicable. |
| 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> | For a student in the same or another IB World School providing the service. |

| 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 different subject papers</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 |
|---|--|--|---|---|
| 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

- 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 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.
- 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. |

| Diploma Programme | | |
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| 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. | Candidate received a level 3a penalty no grade for the subject—as there was 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 how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted. | Candidate received a level 3a penalty for the subject concerned. |
| 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 timezones. | 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 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. | 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. |

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” (*General regulations: Diploma Programme*). 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.

When plagiarism occurs in coursework or examinations, the validity of the assessment outcome is called into question, and widespread plagiarism will lead to a mistrust in results. To maintain high levels of confidence in any assessment system, all stakeholders participating in the teaching and learning journey of students should instruct them in the technical skills required to master referencing while understanding the need to be transparent in the way they have built any piece of work.

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”.

Many educational institutions have acquired plagiarism detection software on the assumption that it will act as a deterrent and decrease plagiarism cases. However, these systems become redundant if the students truly understand what the purpose of their education is. Plagiarism detection software should not be a substitution for responsible and purposeful teaching.

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 acknowledgment.

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.

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 in regards 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.

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 in regards to referencing see the publication *Effective citing and referencing*.