



# **Jayshree Periwai International School**

Mahapura SEZ Road, Ajmer Road, Jaipur Ph. 9782744444, 9782744445)

## **All School Academic Integrity Policy**

**Review Date: April 2023**

### **Steering Committee Members:**

The Academic Integrity policy steering committee at JPIS comprises of

- Head of School
- Senior leadership Team
- Teacher Librarian
- ICT head
- Teachers representative - one per section (primary / middle / secondary)
- Parent representatives
- Student representatives

## Table of Contents

<i>School Vision</i> .....	1
<i>School Mission</i> .....	1
<i>Philosophy</i> .....	2
<i>What is Academic Integrity?</i> .....	3
<i>What is Academic Misconduct in the IB</i> .....	3
<i>What is Academic Misconduct in the IGCSE</i> .....	4
<i>Developing a Culture of Academic Integrity</i> .....	5
What to Cite .....	6
Role and Responsibility of Teacher Librarian and Librarian .....	7
Responsibility of Teachers (Link to Assessment Policy) .....	7
Responsibility of Students (Link to Assessment Policy) .....	9
Additional Responsibilities of IBDP Students (Link to Assessment Policy) .....	9
Responsibility of Parents (Link to Assessment Policy) .....	10
<i>Induction of New Students</i> .....	11
PYP to Grade 8.....	11
IGCSE and IBDP Students.....	11
<i>Induction of New Staff</i> .....	11
<i>Ongoing Assessments- (Link to Assessment Policy)</i> .....	12
<i>Detection of Academic Misconduct:</i> .....	12
Consequences for the PYP, Middle school and IGCSE students .....	12
Consequences for any school research-based assignment/ presentation/ project: .....	12
Consequences for Academic Misconduct during Examinations/ Ongoing Assessment: .....	13
Consequences for IBDP students:.....	13
Detection (EE, TOK, IA) after submission of the final version by the student - Any academic misconduct in this stage would lead to the following consequences. ....	14
<i>Authentication (Link to Assessment Policy)</i> .....	14
<i>Academic Misconduct in IGCSE and IBDP examinations:</i> .....	16
<i>Final Detection of the Malpractice</i> .....	16
<i>Storage of Student Work and Final Submissions</i> .....	17
<i>Amendments due to the Pandemic</i> .....	17
<i>Process of Review-</i> .....	18

<b>Sources .....</b>	<b>19</b>
<b>Appendix 2: Student academic misconduct.....</b>	<b>20</b>
<b>2.1 Investigation flowchart.....</b>	<b>20</b>
<b>2.2 Penalty matrices.....</b>	<b>21</b>
Written and oral coursework and examinations .....	21
Conduct during an examination.....	23
Conduct that threatens the integrity of the examination .....	26
Interfering with an academic misconduct investigation .....	27
Forgery or falsification of IB grades or certificates .....	28
<b>2.3 Precedents.....</b>	<b>30</b>
Breaches related to written and oral coursework and examinations.....	30
Breaches occurring during an examination.....	36
Breaches that threaten the integrity of the examination.....	40

## **School Vision**

JPIS aims to be a leading institution in international education focusing both on conceptual and contextual learning. We will provide avenues for academic and holistic development and create globally responsible citizens who confront challenges without the fear of failure. We aspire to have experienced and exceptional faculty who believe in constant upskilling and professional development. We will carve a community that thrives on teamwork and individual excellence.

## **School Mission**

It is our school's mission to ensure holistic learning is imparted. Students leave school as peace-loving lifelong self-learners who value honesty, integrity, loyalty, compassion, and prudence. Develop sensitivity and respect for all people and cultures. Cultivate entrepreneurial and social skills.

## **Philosophy**

At JPIS the principles of academic integrity are an important dimension in imparting holistic education. The school endorses the IB Academic Integrity Policy and Preventing Plagiarism in IGCSE and educates and expects all its stakeholders (Board of Governors, Teachers, Staff, Students and Parents), to uphold and advocate the highest level of academic integrity in thought, word and action.

At JPIS, students give shape to their thinking in multimodal format which may include oral discussions, presentations, visual representations and written compositions. However, in this age of information overload students need to be taught to navigate these dangers so that they are able to confidently talk and write about what they are learning, making their thinking visible and explicitly constructing their ideas and views. This is essentially what we at JPIS believe academic integrity is: making knowledge, understanding and thinking transparent.

Such transparency needs to be supported and inculcated throughout a child's education. In order to fully master the technical aspects of academic integrity, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The school endeavours to provide "A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking that will support academically honest behaviour and help to instil the values and principles that lie behind such behaviours. The essence of the learner profile and learner attributes are important in nurturing such an environment." (***Academic Honesty in the IB Educational Context, August 2014, [www.plagiarism.admin.cam.ac.uk/definition](http://www.plagiarism.admin.cam.ac.uk/definition)***)

Hence intellectual property - ideas, words and works - of others should at all times be respected in the form of correct acknowledgement and citation. This is in conjunction with the school's endeavour to enhance IB Learner Profile and IG learner attributes especially Thinkers, Open-Minded, Principled and Responsible and Confident learners.

## **What is Academic Integrity?**

Academic Integrity at JPIS is a principle informed by the attributes of the IB learner profile and the IG learner attributes. In teaching, learning and assessment, academic integrity serves to promote personal honesty and engender respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. (Adapted from ***IB Academic Integrity, October 2019, www.plagiarism.admin.cam.ac.uk***) JPIS believes that academic integrity is a culture embedded in the school ecosystem rather than a list of penalties awarded for misconduct.

## **What is Academic Misconduct in the IB**

“The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.” (***General Regulations: Diploma Programme, Article 20, September, 2016***)

Academic misconduct could take any of the following forms:

- **Plagiarism:** The representation of ideas or work of another person as the student’s own
- **Collusion:** Supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another.  
*(Note: this is different from collaboration which is “working together on a common aim with shared information.” Collaboration may be acceptable on projects and homework. Teachers will make clear when and to what extent collaboration is acceptable on a given assignment. Collusion is never acceptable.)*
- **Duplication of work:** The presentation of the same work for different assessment components and/or IB Diploma requirements, eg.-passing off the same piece of work for English EE & English IA.
- **Incorrect Paraphrasing:** restatement of a text/others ideas’ in another form or other words without citation.

- **Fabrication-** It involves the deliberate misinterpretation of data or information with the aim of misrepresenting facts to accrue unwarranted benefits.

**Malpractice also includes:** (but is not limited to)

- taking unauthorized material into an examination room
- bringing notes, cell phone and electronic devices into an exam room
- disclosure of information to and receipt of information from IB candidates about the content of an examination paper within 24 hours after a written examination
- impersonating another candidate
- using an unauthorized calculator during the exam.

(Definitions adapted from ***General Regulations: Diploma Programme, Article 20, September, 2016.***)

### **What is Academic Misconduct in the IGCSE**

The IGCSE defines Academic misconduct as ‘gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal assessment, or any activity likely to undermine the integrity essential to scholarship and research.’ **(adapted from [www.plagiarism.admin.cam.ac.uk/definition](http://www.plagiarism.admin.cam.ac.uk/definition))**

Academic misconduct could take any of the following forms:

- **Plagiarism:** using someone else’s ideas, words, data, or other material produced by them without acknowledgement;
- **Self-plagiarism:** using the Registered Student’s own ideas, words, data or other material produced by them and submitted for formal assessment, or for publication elsewhere, without acknowledgement, unless expressly permitted by the assessment;
- **Contract cheating:** contracting a third party to provide work, which is then used or submitted as part of a formal assessment as though it is the Registered Student’s own work;
- **Collusion:** working with others and using the ideas or words of this joint work without acknowledgment, as though it is the Registered Student’s own work, or allowing others to use the ideas or words of joint work without acknowledgment;

- **Impersonating someone or being impersonated** in an examination or arranging for someone to impersonate someone else by sitting their examination;
- **Fabrication, falsification or misrepresentation** of data, results or other outputs or aspects of research, including documentation and participant consent, or presenting or recording such data, etc, as if they were real; or

**Malpractice also includes:** (but is not limited to)

- being in possession of unauthorised materials or electronic devices during an examination,
- recording or communication devices or devices that can store data,
- being unaware or unintentionally using unauthorised devices during assessment

(adapted from [www.plagiarism.admin.cam.ac.uk/definition](http://www.plagiarism.admin.cam.ac.uk/definition))

### **Developing a Culture of Academic Integrity**

“A framework of identifying aspects of Academic Integrity across the continuum of IB programmes” (*Academic Honesty in the IB Educational Context, August 2014*) will be followed in all grades in order to ensure that by the time JPIS students reaches the IBDP, they will have developed awareness, understanding and appreciation of the ethical practices in research skills. This is important because ‘everyone involved in scholarly work, whether senior or junior members of an academic institution, are members of an institutional community which aims to uphold intellectual honesty and transparency. This means that due respect should be given to the originators of ideas, data and works being consulted. So, academic integrity matters.’

(adapted from [www.plagiarism.admin.cam.ac.uk/what-academic-misconduct/why-does-academic-integrity-matter](http://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct/why-does-academic-integrity-matter))

Furthermore, the IB document namely *Effective Citing and Referencing, (August 2014)* and the IG document namely **Acceptable Approaches to Referencing** ([www.cambridgeinternational.org/Images/515263-acceptable-and-unacceptable-approaches-to-referencing.pdf](http://www.cambridgeinternational.org/Images/515263-acceptable-and-unacceptable-approaches-to-referencing.pdf)) will be used as a guide for students



and teachers. The guidelines for Why Cite, What to Cite, When to Cite and How to Cite will be taken from these documents.

**What to Cite**

“As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products.” This may include but is not limited to.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps

***(Effective Citing and Referencing, August 2014)***

The school adheres to the MLA style of citation and referencing and requires the students to accurately use it in the IGCSE and IBDP. Hence, a process of adopting the same will be observed as follows:

PYP (Grade 1-5)	Students learn and make lists of sources used, including author and title of the sources. They also acknowledge the use of a peer’s idea if used in their work.
Middle School (Grade 6-8)	Students will take their understanding further and learn to make complete source lists of in an alphabetical bibliography.
Grade 9-10	Students will learn to use MLA format for citation and referencing. (Refer to Acceptable Approaches to Referencing

	and <a href="http://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/">www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/</a> )
Grade 11-12	All students will accurately use MLA format for citation and referencing. (Refer to <i>Effective Citing and Referencing, August 2014</i> )

### **Role and Responsibility of Teacher Librarian and Librarian**

- Run an information literacy course for all grades as part of the efforts to raise the level of academic integrity in the school.
- Provide information regarding academic malpractice.
- Provide information to the students and staff on methods and skills used for proper citation.
- Provide information and support for research for instance Coursework and Extended Essay.
- Provide guidance through citation workshops for new staff and students.

### **Responsibility of Teachers (Link to Assessment Policy)**

- perform the prime responsibility in advising and guiding students in following academic integrity at all times.
- ensure that correct citation and acknowledgement is done by students in all submissions including class presentations and written assignments.
- vigilant of students' work which is beyond the academic level of the student and different from his/her style of writing, much superior to his/her academic/intellectual level or completely free of error.
- question and quiz the students on their work to ensure its authenticity of originality.
- inform the Coordinator (PYP, Middle School, IGCSE) and DPC (IBDP) in case they confirm any case of academic misconduct.

- understand and have a copy of the IGCSE and IB Publications - ***Academic Honesty in the IB Educational Context, Academic Honesty in Diploma Programme and Effective Citing and Referencing;***  
<https://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/>
- do not provide undue assistance to candidates in components that contribute to the assessment requirements of the IGCSE/ IBDP program. Guidelines on this are provided in the subject guides and teacher support material published by the CAIE/IB.
- In order to conduct all examinations with full Integrity, teachers and invigilators follow the conduct of **Guidelines of the Examination Policy and Practices**. These have been formulated in conjunction with the Examination guidelines of CAIE and IB.
- ensure that students have a full understanding of the expectations and guidelines of all subjects
- ensure that students understand what constitutes academic misconduct and its possible consequences
- plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IGCSE/IB
- develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- respond to student academic misconduct and support the school's and IB's investigations
- respond to school maladministration and support the school's and IB's investigations

**(Diploma Programme Assessment Procedures, September 2021,  
Academic Integrity, October 2019,**

**[www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/](http://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/)**

***Responsibility of Students (Link to Assessment Policy)***

- ensure that all work/assignments done are their own original work.
- responsible to fully acknowledge the work or ideas of others.
- review their work before submission so that they do not make errors in citation.
- take the examination in all honesty and not resort to taking any sort of assistance or undue advantage.
- attend regular Academic Integrity sessions throughout the year conducted by the Teacher Librarian and her team.

**[www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/](http://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/)**;

**Diploma Programme Assessment Procedures, September 2021, Academic Integrity, October 2019.)**

***Additional Responsibilities of IBDP Students (Link to Assessment Policy)***

- adhere to the IA deadlines given in the School Calendar. This will benefit them by providing them ample time to revise, thereby eliminating the chances of indulging in unintentional academic malpractice and incorrect citation or paraphrasing.
- responsible for his/her assignment after he/she signs on the IBDP Academic Integrity Declaration
- have a full understanding of their school's and the IB's stance on academic integrity.
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products

- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.
- be aware that the teacher has the right of refusal to authenticate in an instance of suspected malpractice.

**(Diploma Programme Assessment Procedures, September 2021, Academic Integrity, October 2019.)**

***Responsibility of Parents (Link to Assessment Policy)***

- Attend the Academic Integrity Policy session, as part of the IGCSE/ IBDP orientation.
- Go through the AI policy of the school which is available on the school website and in the e library.
- support their children's understanding of IGCSE/IB policies procedures and subject guidelines
- support their children in planning a manageable workload so they can allocate time effectively.
- to oversee their wards' assignments and monitor the use of the internet at home.
- understand IGCSE/ IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's director and/or the IGCSE/IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children

- abstain from giving or obtaining assistance in the completion of work to their children  
([www.plagiarism.admin.cam.ac.uk/](http://www.plagiarism.admin.cam.ac.uk/); Diploma Programme Assessment Procedures, September 2021, Academic Integrity, October 2019.)

## **Induction of New Students**

### ***PYP to Grade 8***

- The TL and her team will orient the new students on the school's academic integrity policy at the beginning of each semester.
- All subject teachers will brief the newly inducted students on Academic Integrity and provide subject specific examples.

### ***IGCSE and IBDP Students***

- All new IGCSE and IBDP students are given a handbook which has all relevant policies including the AI policy.
- The TL and her team conduct sessions on Academic Integrity as per the school calendar.
- The TL and her team conduct workshops on how to acknowledge sources, citation and MLA as per the school calendar.
- All subject teachers brief the newly inducted students on Academic Integrity and provide subject specific examples.

## **Induction of New Staff**

- All new staff members inducted in the school are given a copy of the [www.plagiarism.admin.cam.ac.uk/](http://www.plagiarism.admin.cam.ac.uk/); ***Academic Honesty in the IB Academic Context*** and the school's Academic Integrity Policy.
- The TL and her team will brief the new staff and elucidate on the Academic Integrity Policy of the school.
- The TL and her team conduct workshops on how to acknowledge sources, citation and MLA as per the school calendar.
- The Heads of Department brief the newly inducted teachers on academic integrity in their subject area. The HOD discusses in detail, examples of

malpractice that are subject specific and provides clarity to the teachers during the Department meetings too.

- The TL and her team along with subject teachers responsible will re-iterate the Academic Integrity Policy before the first draft submission of IGCSE coursework and IB Internal Assessment is submitted both at the IGCSE and IB level.

### **Ongoing Assessments- (Link to Assessment Policy)**

There will be predetermined criteria for assessment in all research-based assignments/presentations which are communicated in advance to all students and can be accessed by parents through Google Classroom and Managebac.

### **Detection of Academic Misconduct:**

After a student has submitted the final version of his/her work and malpractice is detected, the concerned teacher should inform the respective coordinator of the programme- PYP, Middle School, IGCSE and IBDP. ([www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/](http://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/); *Academic Integrity, October 2019*).

### ***Consequences for the PYP, Middle school and IGCSE students***

- **1<sup>st</sup> Offence** – At the first instance of academic misconduct the student will be asked to redo his/her assignment.
- **2<sup>nd</sup> Offence** – The student will be counselled by the counsellor/ a senior leadership member. The student will redo his/her assignment.
- **3<sup>rd</sup> Offence** – The parent will be informed and counselled. The student will redo his/her assignment.

### ***Consequences for any school research-based assignment/ presentation/ project:***

- **1<sup>st</sup> Offence** – Any offence done in any one subject- The student will be asked to redo his/her assignment, and the parents will be informed in writing. No marks/grades will be allotted for any academically dishonest work at any level of offence.

- **2nd Offence** – 2nd offence done in the same subject or in two subjects- The student will be suspended and will redo the assignments in exam-like conditions.
- **3rd Offence** - 3rd offence done in the same subject, or in three subjects- As per the discretion of the Coordinator, it could lead to expulsion.

***Consequences for Academic Misconduct during Examinations/ Ongoing Assessment:***

If any academic misconduct is detected during school examinations/ ongoing assessment the student will complete the paper/assessment and it would be marked by the teacher but the student will be awarded a zero in that assessment or subject examination.

- The coordinator, student and parent will be informed.
- Repetition of such misconduct would also lead to suspension or even expulsion of the student.
- Stealing of examination/ test material will, in the first instance, lead to a suspension and pending inquiry the consequences will be decided by the school authorities. A record of all cases of Academic misconduct will be kept by the school.

***Consequences for IBDP students:***

**Early Detection (EE, TOK, IA) – Draft Stage** - Any academic misconduct in this stage would lead to the following consequences.

- **1<sup>st</sup> Offence** – Any offence done in any one subject/component- The student will be asked to redo their assignment, and the parents will be informed in writing. No marks/ grades will be allotted for any academically dishonest work at any level of offence.
- **2<sup>nd</sup> Offence** – 2nd offence done in the same subject/component or in two subjects/components- The student will be suspended and will redo the assignments in exam-like conditions.
- **3<sup>rd</sup> Offence** - 3rd offence done in the same subject/component, or in three subjects/components- As per the discretion of the DPC, it could lead to



expulsion or the candidate-receiving zero in the particular subject, EE or TOK, resulting in the candidate not receiving the Diploma.

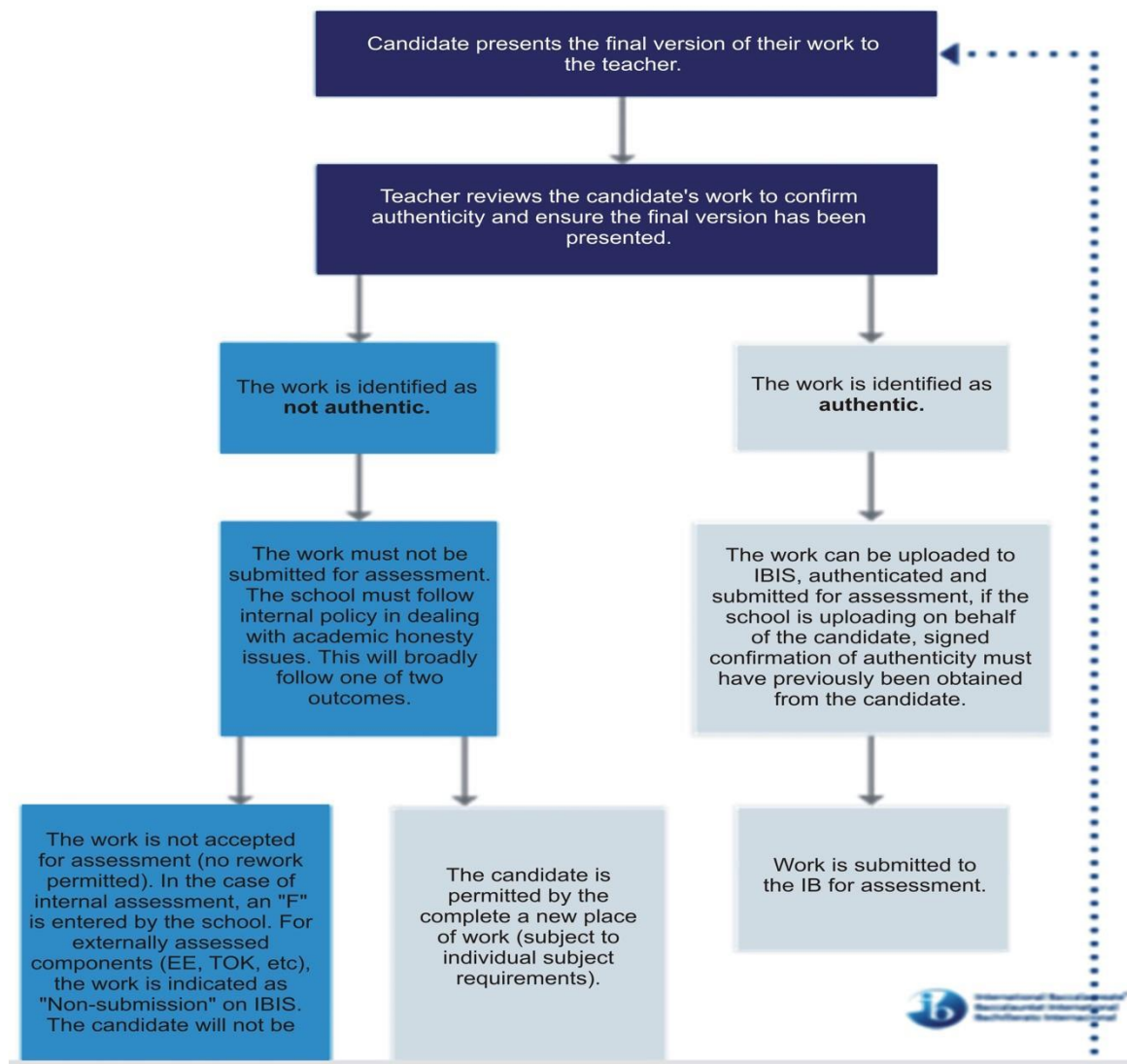
***Detection (EE, TOK, IA) after submission of the final version by the student – Any academic misconduct in this stage would lead to the following consequences.***

Once a candidate has officially submitted the final version of his/her work to a teacher for external or internal assessment, it cannot be retracted. Any suspicion of malpractice that arises thereafter must be reported to the DPC for further action. “Officially submitted” means submission to a teacher (or the DPC) by the candidate, and not submission to an IB examiner by the school.” (***Academic Integrity, October 2019***).

### **Authentication (Link to Assessment Policy)**

Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate.

- For **assessment electronically uploaded by the candidate**, the authentication process is confirmed on-screen by both the candidate and teacher.
- For **assessment electronically uploaded by the school** (on behalf of the candidate), the authentication process is confirmed on-screen by the teacher. This option requires the school to have previously secured the candidate’s authentication through the *Candidate consent form (school template)* form. (<https://resources.ibo.org/dp/resource/11162-46089?c=000ac762>)
- For all coursework and oral components (non-written examination components), teachers and supervisors should follow the flow diagram (figure 7) as a standard practice for checking authenticity of the candidate’s work (***Diploma Programme Assessment Procedures, September 2021***)



***(Diploma Programme Assessment Procedures, September 2021)***

- This will eventually result in the student not receiving a grade in that particular subject/component, hence not receiving the Diploma.
- In case a teacher/supervisor suspects academic misconduct **after** both the student and the teacher/supervisor have authenticated the submission and it has been sent to the IB, the DPC will inform the IBCA immediately.

## **Academic Misconduct in IGCSE and IBDP examinations:**

- If any academic misconduct is detected during IGCSE/IBDP examinations the DPC will instantly inform the [info@cambridgeinternational.org/IBCA](mailto:info@cambridgeinternational.org/IBCA). The IGCSEC/ DPC, student and parent will also be informed. The laid out procedure of the IGCSE/IB will be followed.
- Consequences of Academic Misconduct by students stealing papers or any other such instance will result in the student immediately being expelled from the school.

## **Final Detection of the Malpractice**

- As a final measure for detecting plagiarism in research based assessments and IA, EE and TOK submissions for the IBDP the school uses the **Turnitin software**.
- In case malpractice is detected the DPC and Subject Teacher will investigate intent and intensity of malpractice. The investigation will begin by submitting the student statement and teacher statement to the investigation committee composed of the senior leadership team. The committee will investigate in order to determine intent.
- If all are in agreement of student intent to commit malpractice then the student assignment will not be submitted and hence an F will be given to the student in that subject. This will result in the student not receiving a Diploma.
- If the DPC and Subject Teacher agree that the result of malpractice was not intentional but more likely a case of carelessness/forgetfulness then the following will take place:
  - i. In case of a minor error the student will be asked to correct it in presence of the Subject Teacher. The Subject Teacher will then resubmit the assignment.
  - ii. In case of a significant error the student may be asked to rewrite the assignment by the DPC and the Subject Teacher within a fixed time-frame. The Subject Teacher will then resubmit the assignment.

## **Artificial Intelligence**

Students at JPIS are ‘encouraged to drive their own learning and to think critically and challenge assumptions. The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools.’ (**The IB and Artificial Intelligence (AI) Tools**)

AI tools such as ‘ChatGPT’, are tools that ‘use artificial intelligence to generate information and produce text for any topic a user inputs.’ Content produced by AI platforms, such as ChatGPT, does not represent the student’s own original work so would be considered a form of academic misconduct. Thus, as part of the Academic Integrity policy it becomes imperative that, ‘work submitted by candidates must always be their own and so use of these tools to generate responses for assessments, is malpractice.’ ( adapted from: <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct/artificial-intelligence>; <https://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/>)

## **Storage of Student Work and Final Submissions**

All final submissions are stored in the hard drive of the IGCSEC/ DPC office.

## **Amendments due to the Pandemic**

- In view of the pandemic the frequency of Academic Integrity sessions with the students to be increased.
- Viva to be added to all summative assignments.
- Teachers are encouraged to match the submissions of homework, projects and assignments with the class performance of the students.

## **Process of Review-**

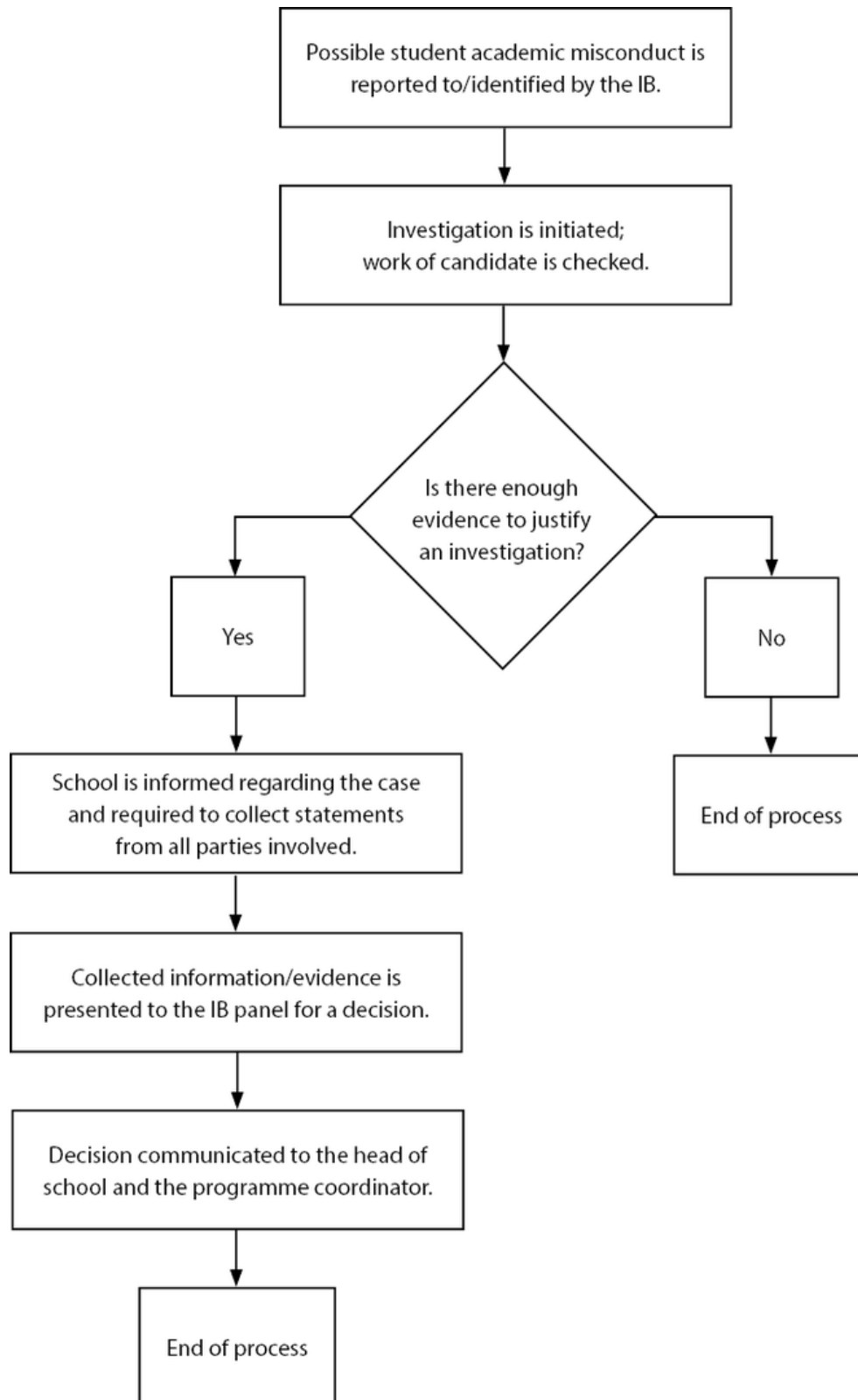
- The AI Policy is reviewed annually and collectively by the Steering committee. However, it can be reviewed in the wake of an unforeseen development, or change in IB Policies.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy.
- A collaborative and interactive discussion among all staff and representatives of other stakeholders will help the school in getting feedback on the implementation of the policy in all spheres of the school. Feedback from students, parents, and teachers will help the steering committee to make appropriate changes.
- Any new procedures, measures or technical requirements are introduced/ included.

## Sources

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- <https://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/>
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- <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct>
- <https://www.cambridgeinternational.org/Images/515263-acceptable-and-unacceptable-approaches-to-referencing.pdf>

## 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
<b>Plagiarism</b> <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.
<b>Peer plagiarism</b> <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.
<b>Peer plagiarism</b> <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.



<b>Collusion</b> <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.
<b>Submitting work commissioned, edited by, or obtained from a third party —see note 4</b>	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
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5.	Moderate offence— see note 6.	Major offence—see note 7.	Major offence.

<b>Duplication of work</b>	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.
<b>Falsification of data</b>	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

#### Conduct during an examination

<b>Infringements</b>	<b>Level 1 penalty Warning letter to the student</b>	<b>Level 2 penalty Zero marks for component</b>	<b>Level 3a penalty No grade for subject(s) concerned—see note 1</b>	<b>Level 3b penalty No grade for “parallel” subjects—see note 2</b>
<b>Possessing unauthorized material in the examination room—see note 8</b>	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.

<p><b>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</b></p>	<p>Not applicable.</p>	<p>Non-compliance with the invigilator’s instructions during one component.</p>	<p>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></p>	<p>Not applicable.</p>
<p><b>Infringements</b></p>	<p><b>Level 1 penalty Warning letter to the student</b></p>	<p><b>Level 2 penalty Zero marks for component</b></p>	<p><b>Level 3a penalty No grade for subject(s) concerned—see note 1</b></p>	<p><b>Level 3b penalty No grade for “parallel” subjects—see note 2</b></p>
<p><b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to</b></p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>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></p>	<p>For a candidate in the same or another IB World School aiding other candidates.</p>

<p><b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b></p>	<p>Not applicable.</p>	<p>Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.</p>	<p>Candidate successfully removing secure materials from the examination room.</p>	<p>Not applicable.</p>
<p><b>Impersonating an IB candidate— both impersonator and person allowing impersonation</b></p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>For both candidates allowing or conducting an impersonation.</p>	<p>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. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i></p>
<p><b>Failing to report an incident of academic misconduct</b></p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>When student is aware of the act of misconduct, but decides not to report it to their school administrators.</p>	<p>When student is aware of the act of misconduct, but decides not to report it to their school administrators.</p>

### 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
<b>Gaining access to IB examination papers before examination’s scheduled time</b>	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
<b>Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination</b>	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.
<b>Assisting another student(s) in committing an act of academic misconduct—see note 10</b>	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
<b>Failing to report an incident of academic misconduct</b>	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to	When student is aware of the act of misconduct, but decides not to report it to

			their school administrators.	their school administrators.
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**Interfering with an academic misconduct investigation**

<b>Infringements</b>	<b>Level 1 penalty Warning letter to the student</b>	<b>Level 2 penalty Zero marks for component</b>	<b>Level 3a penalty No grade for subject(s) concerned—see note 1</b>	<b>Level 3b penalty No grade for “parallel” subjects—see note 2</b>
<b>Not cooperating with an investigation, whether involved or not</b>	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.

<b>Infringements</b>	<b>Level 1 penalty Warning letter to the student</b>	<b>Level 2 penalty Zero marks for component</b>	<b>Level 3a penalty No grade for subject(s) concerned—see note 1</b>	<b>Level 3b penalty No grade for “parallel” subjects—see note 2</b>
<b>Providing misleading or demonstratively false information</b>	Not applicable.	Not applicable.		

<b>Attempting to influence witnesses</b>	Not applicable.	Not applicable.		
<b>Showing threatening behaviour to the person carrying out investigation or to witnesses</b>	Not applicable.	Not applicable.		

### Forgery or falsification of IB grades or certificates

<b>Infringements</b>	<b>Level 1 penalty Warning letter to the student</b>	<b>Level 2 penalty Zero marks for component</b>	<b>Level 3a penalty No grade for subject(s) concerned—see note 1</b>	<b>Level 3b penalty No grade for “parallel” subjects—see note 2</b>
<b>Forgery or falsification of IB grades or certificates</b> <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**

<b>Middle Years Programme</b>		
<b>Subject</b>	<b>Example</b>	<b>Outcome</b>
<b>Music—ePortfolio</b>	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.
<b>Personal project</b>	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
<b>Extended essay (EE)</b>	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.
<b>Visual arts higher level (HL)—exhibition</b>	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.
<b>English A literature HL—oral component</b>	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.

Subject	Example	Outcome
<b>History of the Americas HL— paper 3</b>	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.
<b>Theory of knowledge (TOK)— essay</b>	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
<b>Economics HL— internal assessment</b>	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	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.

	<p>them not to use or copy their work. Candidate A submitted the shared draft work as their own.</p>	
<p><b>TOK—essay</b></p>	<p>Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB 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.</p>	<p>Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the subject concerned.</p>

## Collusion

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies standard level (SL)—internal assessment</b>	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
<b>TOK—essay</b>	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

<b>Drama—ePortfolio</b>	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.
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<b>Diploma Programme</b>		
<b>Subject</b>	<b>Example</b>	<b>Outcome</b>
<b>Theatre HL— research presentation</b>	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**

<b>Diploma Programme</b>		
<b>Subject</b>	<b>Example</b>	<b>Outcome</b>
<b>Environmental systems and societies—extended essay and mathematical studies SL—internal assessment</b>	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
<b>Biology SL—paper 2</b>	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.
<b>Chemistry HL—paper 1</b>	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.

<b>Business management— paper 2</b>	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
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Diploma Programme		
Subject	Example	Outcome
	<p>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.</p>	<p>evidence of possession and use of the mobile phone.</p>
<p><b>Mathematics HL— paper 1, non- calculator exam</b></p>	<p>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.</p>	<p>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.</p>

### Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome
<b>Physics SL—paper 1</b>	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
<b>Psychology SL— paper 2</b>	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	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.

	subject relevant information to assist Candidate A in completing the examination.	
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### Breaches that threaten the integrity of the examination

#### Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	Example	Outcome
<b>English A literature SL—paper 1</b>	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
<b>History HL—paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media	Candidate received a level 3a penalty for the subject concerned.

	platform expressing	
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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.	
<b>Philosophy SL— paper 1</b>	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.
<b>Chemistry HL— paper 3</b>	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.
<b>Biology SL—paper 2 and paper 3</b>	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
<b>Business management HL</b>	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
<b>History SL, biology HL and mathematics SL</b>	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.

	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	
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	report the incident to the IB.	
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