



ACADEMIC INTEGRITY POLICY

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1. IB Mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. Mission statement of the school

The school aims to help young people develop the necessary insight and skills so that they could become open-minded, honest and solidary people who recognize their common humanity and respect the needs and feelings of others. It is our desire to create the optimum conditions for study in order to get our students actively involved in the pursuit of knowledge and help them appreciate and develop their intelligence and academic abilities. We encourage our students to reflect on what they have learnt so that they could have greater control over their own academic performance and could achieve at their best. The whole school community promotes opportunities for students to develop true intercultural understanding and international mindedness so that they would be able to see various ideas, concepts or concerns from multiple perspectives. On top of that we shall inspire young people to take up their own responsibility in a society in a creative way. We shall always work and create having in mind the maxim

„Docendo discimus“ (Seneca Y) which refers to our school’s ultimate aim to inspire a lifelong quest for learning.

3. IB Learner Profile – guidelines for the school community

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As ILO school community we strive to be:

INQUIRERS

We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

KNOWLEDGEABLE

We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS

We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

OPEN-MINDED

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING

We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

BALANCED

We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

REFLECTIVE

We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

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4. Statement of purpose of the policy

School Policy

Academic Honesty Policy is an integral part of the whole School Policy and is regarded as priority. The policy has been developed following the IBO definition of academic honesty as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.”¹ The document focuses on understanding of malpractice and examines responsibilities regarding all forms of malpractice.

5. Definitions

Academic honesty is an essential aspect of teaching and learning in the IB Diploma Programme. Students are expected to understand the meaning and significance of concepts that relate to academic honesty, such as **intellectual property, authenticity and proper conduct** in relation to research, written examinations and other forms of assessment.

Intellectual property- There are many forms of intellectual property, such as trademarks, works of literature, art or music, registered designs, patents, copyright. Students are expected to realize that forms of intellectual and creative expression must be respected and are normally protected by law.

Authenticity- An authentic piece of work is one that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, completed by a student for assessment must wholly and authentically use that student’s own language, expression and ideas. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

6. Academic Misconduct

The IB Organization 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

¹ IB (International Baccalaureate). August 2014. Academic Honesty in the IB Educational Context, pp.2

another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

a.plagiarism: this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Examples: using someone else's written work without acknowledging it in writing (This can be from another student, internet, a book, etc)

b.collusion: this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

Examples: allowing another candidate to copy all or part of ones work or allowing another candidate to gain an unfair advantage for assessment purposes.

c.duplication of work: this is defined as the presentation of the same work for different assessment components and/or DP core requirements

Examples: handing in work that is the same or substantially similar for two different assessment components.

d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

e. malpractice (in general) any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, unauthorized help from friends, parents, tutors on what should be an individual assignment, 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)."²

Other forms of academic misconduct

- duplicates work to meet the requirements of more than one assessment component
- fabricates data for assignment
- takes unauthorized material into an examination room
- disrupts an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- changes, supports, or attempts to support the passing on of information that is or could be related to the examination
- fails to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonates another candidate
- steals examination papers
- discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination."³

7.Responsibilities:

Students: All students are expected to understand what academic honesty is and what malpractice means regarding both school-based work and external examinations. They are

² IB (International Baccalaureate). February 2014. General regulations: Diploma Programme pp. 12-13

³ IB (International Baccalaureate). September 2014. Handbook for procedures for the Diploma Programme 2015 pp. 130-131

responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Therefore, students are expected to give references for every insight or piece of information they got out of the literature as it is a key value that other students, teachers or scholars should be able to assess the validity of particular statements and findings. For this purpose, they should be directed to the relevant sources about the subject.

Students should also remember to make use of in-text references and compose a bibliography or list of references in accordance with the reference style adopted by the school for a given subject. Cover sheets with a signed declaration must be filled in and signed for all major assignments. Students are expected to inform about cases of malpractice and help cultivate a culture of academic honesty at school.

Teachers: All teachers are expected to promote academic honesty culture at school. They should support students in preparing work for assessment which includes providing guidance on academic writing, how to conduct research and how to acknowledge sources. They should ensure that students comply with relevant requirements and understand the consequences of being found guilty of malpractice. Teachers must report to IB coordinator any suspicion of malpractice. They also sign all assessment cover sheets correctly if they believe the student's work was completed in accordance with the Academic Honesty Policy.

School (school leadership team including head of the school, IB Coordinator) should ensure that all students, teachers and parents understand what constitutes academic honesty, authentic piece of work, and malpractice by providing clear guidance on the skills of academic writing and acknowledging sources. Besides, the school leadership team is responsible for providing regular staff meetings in order to raise awareness on Academic Honesty. The school also ensures that students and their legal guardians are provided with a copy of the school's Academic Honesty Policy.

Parents/Guardians: They are informed about school policy to support and encourage their children to practice a culture of academic honesty. Parents/guardians should refrain from providing assistance that compromises Academic Honesty.

School librarians' responsibilities include giving students instructions for research paper writing methods, and guidelines on reading and writing skills, good academic practice and ways of locating, evaluating, and using information effectively without committing malpractice.

8. Practical guidance

It is unacceptable to compile any piece of work by copying and pasting from the work of others without acknowledgement of the source. All such papers and presentations will always fail. First and foremost, students are strongly advised to use their own words to avoid committing plagiarism.

How to ensure authenticity of work:

Examples of good practice

- presenting your own individual written or oral work for assessment
- documenting source material in a formal and appropriate manner. That includes acknowledging all ideas and work of other persons no matter what source they come from

(including internet). When using specific extracts it means acknowledging in writing one of these ways:

a) Footnote (words, images, ideas must be easily identified e.g. . you can use a numbered footnote to acknowledge it)

b) Bibliography (listing all sources preferably in the alphabetical order at the end of a given text in the style agreed)

c) Quoting, citing the name of the author (paraphrasing the citation is allowed but the source of it must be identified.)

- using the reference style adopted by the school

- including the following information in the bibliography: name of the author, date of publication, title of source and page numbers as applicable

- being critical with regard to the internet (essays and other pieces of work should be mainly based upon academic literature since internet sources are not always reliable).

Examples of unacceptable practice

- copying the internal assessment of other students

- giving another student one's own work to copy

- using notes during an examination unless permitted by the examination rules

- using notes during a test unless it is allowed by the teacher

- presenting material written by another person as one's own

- writing essays or other forms of homework for another person

- presenting the same written work for different assessment components

- using several different styles while presenting sources

- not including in the bibliography some vital elements for identification e.g. the date of publication, the name of the author, title of source, page numbers as applicable

- not clearly distinguishing between a student's words and those of others (e.g. not using quotation marks followed by an appropriate in-text citation accompanied by an entry in the bibliography).

- fabricating data

- too much assistance and collusion (not acknowledging the words or ideas of others where collaboration has occurred).

Expected behaviour during tests and examination sessions:

- always follow the instruction provided by the teacher

- make sure what kind of collaboration among students is permitted for the particular assignment since different subject groups may follow different regulations (e.g. don't take any

unauthorized material such as notes, textbooks, phones into the classroom or examination room).

- after the test or exam has started, focus only on your individual work
- never discuss the content of your examination paper within 24 hours after the exam, especially with someone who does not belong to your school community.

Quick checklist for referencing, formatting, structure, language and style

- Have you included all sources you cited in the text in your reference list ?
- Have you provided a reference to the author's work to avoid plagiarism wherever you have paraphrased or summarized that person ?
- Have you checked through carefully for grammar or punctuation mistakes?
- Have you used proper quotation marks followed by an appropriate in-text citation to distinguish between your words and the words of others ?
- Have you included all relevant information in the bibliography in a formal and appropriate manner (name of the author, date of publication, title of source and page numbers as applicable ?)
- Have you removed from your reference list any sources you didn't cite ?
- Have you included a title page if required with all the relevant information (your name, title of the paper etc. ?)
- Have you used headings to divide your paper into sections ?

9. Frequently asked questions

Q: Should I include all sources in bibliography or list of references even if they are widely known ?

A: You are expected to give references for all ideas you get out of the literature. It is a key value that other students and teachers or other scholars should be able to assess the validity of any particular statement and findings. For this purpose, you should direct them to the relevant sources about the subject.

Q: What may happen if I forget to include all sources ?

A: If your work has already been sent to the examiner, you will be assessed according to the IBO criteria including consequences imposed by the IBO (as stated in the publication - *Academic Honesty, IB2011*)⁴

In a nutshell, it means that when the amount of plagiarism is minimal, you may expect a lower grade , however, if a work or a piece of work has been fully or too much extent plagiarized, no

⁴IB (International Baccalaureate). July2011. Academic Honesty

grade will be awarded. For more information refer to the above mentioned publication on Academic Honesty.

Q: What may happen if I forget to include all sources before my work is officially sent to the examiner?

A: You must ensure you manage to improve your work in time to meet the deadline. In other cases your grade will be either lowered or no grade will be awarded.

Q: What should I do if I can't identify the source e.g. proverbs ?

A: You have to ensure that it is impossible to identify the source. If the source is really unknown e.g. in the case of some proverbs then it is not necessary to identify it.

Q: Which style of bibliography should I use ?

A: Always consult your teacher or supervisor to ensure the style agreed. Currently, the school suggests that bibliography or list of references should be preferably composed using the APA-system.

Q: What happens if I take my notes into the examination room ?

A: The procedures in case of malpractice will be used. However, if you give your notes to the teacher when you are instructed to do so before the exam starts, you may continue the exam. If not, the consequences may be very serious. IBO will be informed about the incident and formal investigation will be started. You may even be expelled from school.

Q: What are the consequences if two students submit very similar essays for internal assessment ?

A: They will both fail the assignment since it is a clear violation of Academic Policy. If it is the first incident of this kind students will probably be allowed to rewrite the essay provided that they meet the deadline. Such students will definitely need to talk to IB coordinator in order to provide an explanation for this malpractice. Besides, parents may be informed as well.

Q: What are the consequences of bringing and using unauthorized material during the examination session ?

A: Such behaviour is considered to be a very serious violation of Academic Policy. The IBO will be informed immediately and the board dealing with malpractice will investigate. The students may not be allowed to rewrite the exam.

Q: Should I acknowledge sources in oral presentation ? If yes, what are possible ways of doing it ?

A: Definitely you need to acknowledge sources in oral presentation as it is in any other piece of work. You can acknowledge sources by including verbal or written acknowledgements

throughout your presentation or optionally you may provide a bibliography on the last slide of your presentation

Q: Which style of bibliography should I use ?

A: For the time being the school does not require any particular style for referencing and bibliography. Students should always consult their teachers or supervisors to ensure the style agreed on the particular subject.

However, starting from the school year 2018/2019 the APA-style will apply. The students will have a year to get used to it since the IB Diploma Programme is supposed to start at school in September 2019 provided the school is authorized.

A separate document including resources and guidance on APA-style will be issued before the onset of the school year 2018/2019.

In a nutshell APA-style requires two elements: In-text references located in the text of the paper which shows the reader what information was borrowed and where it came from and also a separate list of references located at the end of the paper which indicates what sources were used to compose the paper and gives complete information about the sources.⁵

10. Measures taken to provide education and support

- providing special writing classes for students in order to promote successful referencing and citing
- arranging workshops during which examples of malpractice are discussed
- discussing particular case studies during regular staff meetings
- providing formative assessment and feedback concerning academic honesty
- providing EE guidance by teacher supervision
- providing training aiming at developing skills on reference section, citing styles and the Internet use (with the help of the librarian)
- organizing additional meetings to address students' work and request for extra assistance.

11. Procedures in case of malpractice

Investigating malpractice at school

If the IB coordinator or a teacher suspects that part or the whole of a student's work may not be authentic, the work must not be accepted or submitted for assessment. However, the student may be allowed another chance to revise and resubmit the work provided that it is submitted in time to meet appropriate deadlines. Otherwise, the F mark must be entered against the student's name on the appropriate mark sheets or report cards. This will result in no grade being awarded for the subject concerned.

Detailed procedures at school

If IB student copies some piece of work without citing:

- the first time : the student has to rewrite the whole assignment and will have to provide an explanation to the IB coordinator why malpractice occurred.
- the second time: the student may not rewrite the assignment and he/she will lose the points. IB coordinator and head of school will officially warn the students pointing out possible

⁵Concise Rules of APA Style (6th ed.) . Retrieved from <http://www.apastyle.org/products/4210004.aspx>

consequences of malpractice. Parents or legal guardians will be informed about the suspected malpractice.

-the third time: the student will not be allowed to rewrite the assignment. The parents or legal guardians will be contacted. The IB coordinator and the principal will give an official warning that a student may be dismissed from IB class if he/she gets caught cheating one more time.

Any cases of malpractice during examinations must be reported to the IB school coordinator who follows the IBO procedures which means that the school will be required to conduct an investigation and provide the IBO with relevant documentation concerning the case.

If the student is found in breach of the regulations for the second time in the May examination session, this will normally lead to disqualification from participation in any future examination session (IBO: general regulations)

Internal consequences resulting from malpractice

-work that violates the rules of academic honesty will receive zero as a grade

-the DP student will be obliged to re-do work which needs to be submitted to IBO for assessment provided that malpractice is discovered before his/her signing the cover sheet

- In cases of persistent malpractice the Head of School or IB Coordinator may refuse to register a student as an IB diploma candidate.

The rights of the student, if suspected of a breach of Academic Honesty

1. the right to be informed about being under investigation
2. the right to see evidence and other statements and reports regarding the case
3. the right to be heard and to be allowed to submit a written defence to IBO
4. the right to request the statement to remain confidential to the IBO
5. the right to be given sufficient time to prepare a response to the allegation.

12. IBO regulations regarding malpractice

Consequences imposed by the IBO regarding malpractice are stated in the publication *Academic Honesty, IB 2011*⁶.

Objectives:

Penalties are imposed in order to:

- ensure that the student does not gain any unfair advantage
- deter other students from taking the same action

Examples of malpractice

Penalties are imposed on a student :

- in the case of academic infringement, when the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject
- if a work or a piece of work has been plagiarized, no grade will be awarded in the subject concerned, which results in no diploma being awarded to the candidate
- if a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the candidate may not be permitted to register for examinations in any future session
- misconduct during an examination will result in no grade being awarded in the subject concerned, which results in no diploma being awarded to the candidate

- if a student falsifies a CAS record, the CAS requirements will need to be completed within 12 months, but the diploma will not be issued until one year after the diploma session
- if after the award of the diploma (e.g. During an enquiry upon results), it is established that the candidate is guilty of malpractice, an IB diploma, or a certificate, may be withdrawn from that candidate.

Cases of suspected academic misconduct will be presented to the final award committee which will decide whether to dismiss the allegation, or ask for further investigation to be made. If the final award committee deems evidence of academic misconduct insufficient, the allegation will be dismissed and a grade will be awarded.⁷

If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued.⁸

13. Academic malpractice with reference to Chat GPT

The Academic Integrity includes examples of malpractice with reference to the use of Chat GPT since ethical and responsible use of ChatGPT in the classroom requires understanding and adherence to Chat GPT guidelines prepared by the school. Academic Integrity policy is, among others, intended to make students aware of the ethical limits of using AI to support their work. When submitting work to the IB, the use of AI tools is acceptable, but students must reference them just as they would any other source in their work.

Using ChatGPT in an IB submission and failing to mention it could be treated as a case of academic malpractice, which could result in the student losing their Diploma. The school is using the tool (Plagiat.pl) in order to detect academic misconduct. However, the teachers' role to identify Chat GPT malpractice is also significant. The basic guidance to avoid the unreferenced use of ChatGPT includes monitoring the progress of the student's work which involves ensuring that the submitted work aligns in quality with the student's other submissions

⁶ IB (International Baccalaureate). July 2011. Academic Honesty

⁷ IB (International Baccalaureate). September 2014. Handbook of procedures for the Diploma Programme 2015 pp.12-14

⁸ IB (International Baccalaureate). February 2014. General Regulations: Diploma Programme pp.12-13

and conducting an extensive viva voces which should allow a student to evidence that they are the author by articulating the content of their work.

Examples of proper AI referencing

In text: (NAME OF AI TOOL, year)

Example: (OpenAI ChatGPT, 2024) in brackets after the sentence/paragraph in which it was used.

Reference list: NAME OF AI TOOL, year.”[Title of the response or question]”. In ChatGPT. Retrieved on [date] from [URL]

Example: OpenAI, 2024. “Harvard Referencing for ChatGPT”. In ChatGPT. Retrieved on 15 October 2024, from https...

AI-generated pictures or graphs must be referenced similarly

Possible Limitations of Chat GPT

It is important to make students aware of the possible limitations of using Chat GPT. The following points are worth considering:

-AI can be inaccurate or biased because it oftentimes relies on information it has gathered from the Internet, where certain communities or languages are underrepresented. The information generated by Chat GPT is only as good as the prompt provided by the user. It is therefore important to teach students the art of crafting good prompts. Chat GPT’s writing style is often

unnatural, so it may not capture the authenticity of students' style of writing. Chat GPT, struggles to sustain the quality of the output with longer chunks of text.

14. A policy on review of the policy

All necessary changes with regard to ensuring that the policy is up-to-date will be discussed and made during IB staff meetings. All teachers' suggestions will be thoroughly analyzed and appropriate decisions will be made collaboratively.

All members of the IB teaching staff are responsible for developing the policy and implementing necessary changes.

15. Final provisions

- all IB students will be introduced to this document in the first term of each IB course
- all IB students will be informed of the consequences of malpractice, both internal and those imposed by the IBO
- students and parents are obliged to sign the document- **CONFIRMATION BY STUDENTS AND PARENTS THAT SCHOOL ACADEMIC HONESTY POLICY IS UNDERSTOOD.** This document is issued both in the English and Polish languages
- the IB Coordinator will provide the students with the 'Conduct of examinations' rules prior to the May session exams.

The policy is updated annually- last updated January 2025 by the staff members of IB DP of II Liceum Ogólnokształcące im. Romualda Traugutta w Częstochowie (IB 052450). The policy is made available to students, parents and teachers via the school website.

Works Cited:

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