



Friedrich-Ebert-Gymnasium, Bonn



Gymnasium der Stadt Bonn mit internationalem Profil

Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege

Academic Integrity Policy

Rationale and Scope

Striving for personal integrity and therefore caring about principled behavior, students must respect all forms of intellectual property and creative expression. This is consistent with the IB Learner Profile and our school's mission statement which emphasises the formation and development of attitudes and values.

This policy is based on the IBO document, Academic integrity policy, published October 2019 and updated March 2023. The following definition from this document is in line with our understanding of honest academic work:

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

This policy applies to all IB candidates at our school, their parents or legal guardians, all teachers involved in the delivery of the IB Diploma Programme and the final examinations at our school as well as the extended school management.

Definitions

Academic Integrity

An authentic piece of work is one that is based on the candidate's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all work to be for assessed, regardless of their format, must wholly and authentically use the candidate's own language, expression and ideas. Where the ideas or work of another person are reproduced in a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. The same applies if a candidate uses any kind of product created by an AI tool in their work.

Malpractice

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes the following:

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

Information taken from websites always need acknowledgment. Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs, diagrams, etc.

Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

For most assessment components, candidates are expected to work independently but with support from their subject teacher or supervisor in the case of extended essays. However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on collaborate activities. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour. Whether or not candidates are allowed to work together on the requirements for internal assessment varies between groups and subjects.

Data manipulation: Data from own experiments have to be obtained reliably and reproducibly. Raw data must be given. All manipulation of the data (including statistical analysis) has to be documented.

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements. If a candidate submits the same or a very similar piece of work for history internal assessment and for an extended essay in history, this would be viewed as malpractice.

Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate for example taking unauthorized material into an examination, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination.

School maladministration: If the school or a member of the staff violate rules and regulations which may lead to an unfair or non-transparent assessment or examination e.g. granting additional time, assisting students during their final exams, providing extra help or frameworks for internal assessments, etc.

Responsibility and Support

Candidates

All IB Diploma candidates receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources from their individual subject teachers, the IB Coordinator, the Extended Essay coordinator and all Extended Essay supervisors. Candidates attend a preparatory workshop offered in cooperation with the municipal library to foster their research skills and deepen their understanding of academic integrity when they start the Diploma Programme at our school. They only submit work they produced independently without unduly assistance of any kind. They are expected to review their own work prior to submission for assessment to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgment. Detailed

information on conventions for citing and acknowledging original authorship can for example be found in the document *Effective Citing and Referencing* and in the guideline to the *Facharbeit* which are also available to parents to ensure that students get their support. Candidates uphold the values of honesty, trust, fairness, respect and responsibility towards their classmates, their teachers and the school administration. They recognise the importance of the Academic Honesty policy and align their behaviour accordingly. The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are informed in detail by the IB Coordinator in good time before the examinations about the rules of conduct applicable to the final examinations and behave in accordingly.

Parents and Legal Guardians

Parents and Legal Guardians understand the importance of academic integrity and support their children in adhering to it. They are aware of the academic integrity policy, the procedure, information on subjects and submission dates. While parents help their children to organise their work in a way that is manageable for them, they refrain from inappropriately assisting their children with their assessments, for example by completing work for them.

Teachers

It is the responsibility of each subject or TOK teacher and Extended Essay Supervisor to provide students with various opportunities to become aware of different forms of academic misconduct and their consequences, and to learn in manifold situations how to be academically honest and to act ethically. Teachers understand the importance of academic integrity and act accordingly themselves to act as role models for the candidates. They ensure that candidates are given sufficient time for the production of internal assessment components when organising the calendar of internal deadlines and submission dates. Teachers are familiar with the subject guides and give timely and appropriate feedback on the first draft. If required, teachers are given the opportunity to attend further IB recognized training. It is also the teachers' responsibility to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. As teachers are familiar with their students' performance they can be expected to detect any plagiarism, collusion or duplication of work and report it to the IB coordinator to ensure that students are held accountable. Teachers who supervise exams adhere to the regulations outlined in the conduct of examination booklet which is updated annually by the IBO.

IB Coordinator and the school leadership team

The school leadership team is responsible for creating a common understanding of academic integrity within the school community and for promoting the underlying principles. The IB Coordinator ensures that all members of the school community involved in the implementation of the IB DP are fully informed about what constitutes maladministration, academic misconduct and what possible consequences are. In cases of a suspected breach of rules or regulations, the IB coordinator provides advice and supports reporting and investigation. In cooperation with the school administration the coordinator ensures that a person involved in the breach of the principle of academic integrity is held accountable.

How to avoid academic misconduct

From the beginning of the research process for each individual essay and internal assessment component, students should get into the habit of carefully noting all quotations and ideas which are not their own and immediately recording the exact source. This ensures that they can later distinguish these from their own ideas. Careful documentation is essential to avoid plagiarism during all phases of the writing process.

Students should take care not to publish or share their work, for example on social media, to prevent others from using it. Making their work available to others who consequently submit it as their own is also considered as academic misconduct and will be penalized.

Candidates are expected to meet all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

Written work is produced under the supervision of a teacher whose advice and support can always be sought in cases of doubt in order to avoid unintentional malpractice.

How to Use Artificial Intelligence Tools

Students should learn how to deal critically with AI in the classroom, to use it ethically and to detect inherent bias.

Students have been using search engines to do research on assessment tasks for a long time. AI tools can be helpful in this regard as well. For example, students may use a research question as a prompt to then critically reflect on the sources provided.

When students use artificial intelligence tools in their essays and internal assessments, they must make this transparent by always clearly referencing it in their work at all appropriated places, as well as in the bibliography. They need to state the exact AI tools, the prompt used and the date when the AI tools was used.

Using software to improve language and grammar is allowed in all subjects except language acquisition subjects.

Consequences of suspected malpractice

Before deadlines set by the school:

The teacher informs the IB Coordinator and the student's parents or legal guardian. The student is interviewed and, depending on the circumstances and the seriousness of the case, the work is not accepted, or the student is allowed to submit a new piece or a revised piece of work. If no new work is produced no grade will be awarded for the subject and consequently no IB Diploma can be awarded.

After final submission deadlines and during the final exams:

Any suspicion of malpractice that arises after the candidate has submitted work to the IBO or during the final examinations must be reported to the IBO for investigation by the IB Coordinator. The school will be required to conduct a transparent investigation and to provide the IBO with relevant documentation concerning the case. Every person under suspicion of academic malpractice is given the opportunity to submit a written statement.

Sanctions imposed by the IBO

Depending on the severity of the misconduct, a candidate may receive no marks for an assessment component or no grade in the subject(s) concerned. In the latter case, no IB Diploma will be awarded to the candidate. The IBO may also exclude a candidate from retaking examinations or coursework in one of the following or in any retake session. An IB Diploma or Certificate may also be withdrawn if malpractice is established at any time after the examination.

In cases where there is insufficient evidence, the IBO reserves the right to apply the balance of probabilities approach to reach a decision.

IB examiners are adept at identifying text and material that is not the authentic work of a candidate. During each examination session the IB takes a random sample of candidates' work and submits it to a web-based plagiarism prevention service.

Further information and tips can be found under the following link [**https://www.ibo.org/academic-integrity**](https://www.ibo.org/academic-integrity)

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