

ACADEMIC INTEGRITY POLICY

I. Statement of Philosophy	3
II. Requirements	3
III. Rights and Responsibilities of the School Community	4
Librarians’ Role	4
Librarians’ Key Responsibilities	4
Programmes Coordinator’s Responsibilities	5
Teachers’ Responsibilities	6
Students’ Responsibilities	7
Parents’ Responsibilities	8
IV. Academic Integrity and Artificial Intelligence	9
V. Student Academic Misconduct	10
Types of Malpractice	10
Measures for Student Academic Misconduct	11
Addressing Academic Misconduct in the PYP	11
Addressing Academic Misconduct in the middle school and the DP	12
Measures for Student Misconduct- Middle School (Grades 6–9)	12
Measures for Student Misconduct: High School (Grade 10 and DP1 & DP2)	13
VI. Policy Revision	14
Policy Review Process	14
Revision Cycle	14
VII. Appendices	15
Appendix A: Pledge for Academic Excellence	15
Appendix B: Student/Parent Acknowledgement and Good Citizen Pledge	16
Appendix C: IB Penalty Matrices	17

VISION OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

The founding principle of CPF schools is to bring together people from different backgrounds, cultures or religions, to learn about each other's differences, to accept them, to work together beyond these differences, to succeed as a group and to be part of CPF schools.

MISSION STATEMENT OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

Collège Protestant Français Montana assures an education of excellence in its both French and English schools.

Collège Protestant Français Montana pursues validation of international programmes through accreditation - paired with rigorous assessment - that instill analytical thinking skills and thus develop dynamic and engaged lifelong learners.

Rooted from the aspiration to share the responsibility of the planet, Collège Protestant Français Montana raises awareness among its community members about the importance of social, religious and cultural diversity to become compassionate, proactive and global citizens in a diverse and evolving society

VALUES OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

As part of PPFL, Collège Protestant Français Montana promotes its values with great care and attention.

The values that have always guided PPFL's actions are the *Protestant values of education*. They have enabled PPFL to transform the individual differences into a collective strength.

The main values are:

- Discipline,
- Sense of duty and responsibility,
- Critical thinking and,
- Tolerance and openness

The IB Mission Statement and The Learner Profile

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.

The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

I. Statement of Philosophy

CPF Montana fosters a culture of academic integrity rooted in the core values of honesty, trust, fairness, respect, and responsibility. This commitment is shared by all members of the learning community, who work together to ensure these principles are integral to every aspect of learning.

The school supports students in becoming ethical and responsible global citizens by encouraging inquiry and guiding them to produce work that reflects critical thinking, creativity, and effort. Teachers, guided by the Pledge for Academic Excellence, serve as mentors and role models, cultivating a culture of integrity and ethical practices. Their dedication helps create a learning environment where integrity is valued and reinforced at all levels.

At CPF Montana, academic integrity is a collective responsibility. Educators, librarians, parents, and students collaborate to promote ethical behavior, reinforcing the importance of lifelong learning skills. By embodying and teaching the fundamental values of integrity, the school prepares students to approach their academic and personal lives with honesty and accountability.

II. Requirements

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

III. Rights and Responsibilities of the School Community

Librarians' Role and Responsibilities

At CPF Montana, the library is a vibrant hub that enriches learning experiences. It serves as a space for building knowledge, inspiring creativity, encouraging inquiry, and fostering academic integrity, while also nurturing a love for reading and lifelong learning.

The library team includes two dedicated librarians—one for the Primary Years Programme and another for middle school and the Diploma Programme. They actively participate in weekly collaborative planning and reflection meetings, working closely with students and teachers. As media specialists and interdisciplinary educators, the librarians play a key role in implementing and developing the PYP, middle school program, and the DP while ensuring academic integrity across the school as they:

- Facilitate scheduled research methodology sessions integrated into students' timetables across all grade levels. These sessions aim to enhance students' learning by developing approaches to learning skills such as research (information and media literacy), self-management, and critical thinking. Students are guided on how to effectively and responsibly navigate, filter, evaluate, and cite sources, while constructing reliable and relevant research methodologies.
- Provide additional library support to assist students in accessing and utilizing both print and online resources.
- Offer individual guidance sessions for students, as needed, to uphold ethical research practices.
- Collaborate with teachers to curate a diverse collection of resources that reflect multiple perspectives, local and global contexts, and cater to various reading levels.
- Facilitate sessions during collaborative planning and reflection meetings with teachers. These sessions focus on promoting academic integrity, sharing effective practices for ethical research, proper citation, and fostering responsible use of information in student work.

International Baccalaureate Organization. (2017). *Extended essay guide*.

Programmes Coordinator's Responsibilities

The PYP and the DP Coordinators are pedagogical leaders committed to ensuring that all learning and teaching experiences align with the IB's rules, policies, and guidelines. They serve as role models by demonstrating ethical, honest, and responsible behavior in their professional interactions. Their responsibilities include:

- Organizing meetings with teachers, students, and parents to discuss the importance of academic integrity, the consequences of academic misconduct, and ways parents can support their children's commitment to integrity.
- Sharing the school's academic integrity policy with students, parents, and legal guardians.
- Providing teachers with guidance and strategies to address academic misconduct and foster a culture of academic integrity in their classrooms.
- Ensuring the consistent implementation of the academic integrity policy.
- Communicating transparently with parents about any instances of academic misconduct and collaborating to address them effectively.

Additionally, the DP Coordinator:

- Ensures compliance with the secure storage of confidential IB materials and the proper conduct of IB examinations.
- Reviews the IB's annually updated conduct of examination booklet.
- Facilitates sessions on the IB's examination conduct guidelines for teachers, invigilators, parents, and students.
- Reports suspected breaches of IB examination conduct regulations to the IB within 24 hours.
- Reports suspected cases of student academic misconduct to school administration and/or the IB.

International Baccalaureate Organization. (2019). *Academic Integrity* (pp.10-11).

Teachers' Responsibilities

Teachers at CPF Montana are guided by the Pledge for Academic Excellence, which embodies their commitment to fostering academic integrity, mentoring students, and cultivating a culture of inquiry and ethical practices. This pledge emphasizes their role as role models and custodians of the values of academic integrity.

Teachers play a crucial role in ensuring that every student understands the principles of academic integrity and the consequences of academic misconduct. For that, they are expected to:

- Participate in school sessions on the importance of being knowledgeable in proper citation practices, ensuring they are equipped to uphold the fundamental principles of academic integrity and support the school's values and guidelines.
- Reinforce academic integrity by clearly defining what constitutes academic misconduct and explaining its implications.
- Model and encourage effective practices of academic integrity by reflecting the values of the Pledge for Academic Excellence in the classroom. This includes citing sources properly, fostering a culture of academic responsibility, and helping students sharpen their ethical research skills.
- Demonstrate ethical use of AI tools and help students understand the responsibility of applying these tools in academic contexts.
- Verify the authenticity of student work, including using tools like Turnitin, and report cases of academic misconduct following the school's policy.
- Regularly review the school's academic integrity policy.

Additionally, DP teachers are expected to:

- Provide timely feedback to students, ensuring that multiple editing attempts are avoided, in line with the requirements of the internal assessments outlined in their subject guides.
- Organize and save copies of students' work to prevent errors when uploading assessments to the IB.
- Verify the authenticity of student work.¹
- Participate in investigations of student academic misconduct, following the school's policy.
- Support the IB's investigations in cases of suspected student academic misconduct.

International Baccalaureate Organization. (2019). *Academic Integrity (pp.12-13)*.

¹ Below is a list of questions that teachers would consider when determining the originality of student's work:

- Have the teachers seen students develop their work over time?
- Can students answer questions confidently and elaborately about their work?
- Is the student citing and referencing sources properly?
- Is the quality of the work consistent with teachers' expectations of the student's level?

Students' Responsibilities

Students are expected to take full responsibility for their academic work and maintain the highest standards of academic integrity. They are required to:

- Respect deadlines for all assignments and assessments.
- Complete all tasks and assessments with integrity.
- Acknowledge the original authorship and ownership of creative ideas and materials used in their work.
- Submit authentic and original work that demonstrates their independent ideas, understanding, and effort.
- Adhere to ethical practices and avoid any form of academic misconduct (refer to Part V for types of malpractice).
- Apply a scientific approach to research and inquiry, ensuring accuracy and rigor.
- Cite sources properly using established citation systems (APA - American Psychological Association), and acknowledge an author's academic work by providing a properly-referenced bibliography.
- Use Artificial Intelligence (AI) tools ethically and responsibly while brainstorming and exploring ideas.
- Develop independent critical thinking skills by practicing summarizing and paraphrasing tasks, rather than relying on AI prompts or websites for these tasks.
- Verify AI-generated content for inaccuracies, bias, or offensive material.
- Evaluate the validity and appropriateness of information found online, whether generated by AI or not, ensuring it meets academic standards.
- Refrain from receiving non-permitted support in the completion or editing of their work.
- Refrain from offering non-permitted support to their peers in the completion of their work.
- Refrain from discussing completed IB examinations for 24 hours after the exams conclude.
- Comply with the IB's examination conduct guidelines.
- Understand and apply the school's academic integrity policy and the IB's guidelines.

International Baccalaureate Organization. (2019). *Academic Integrity* (pp.14-15).

Parents' Responsibilities

Parents are key partners in promoting academic integrity and contributing to reinforcing its values. For that, they are expected to:

- Participate in school sessions focused on the importance of academic integrity, the consequences of academic misconduct, and ways they can support their children's commitment to integrity.
- Promote effective time management and encourage their children to seek help from teachers and/or librarians when facing difficulties, fostering an open approach to addressing challenges.
- Guide their children in the ethical and responsible use of AI and resources to complete work.
- Refrain from providing non-permitted support in the completion or editing of their children's work.
- Submit authentic evidence to support requests for inclusive access arrangements or considerations for adverse circumstances, if applicable.
- Report suspected cases of student academic misconduct to the school's administration.
- Review and acknowledge understanding of the school's academic integrity policy
- Support the school in addressing any cases of academic misconduct.

International Baccalaureate Organization. (2019). *Academic Integrity* (pp.16-17).

Acknowledgment of Responsibility

Both students and parents/guardians are required to sign the Student/Parent Acknowledgement and Good Citizen Pledge to confirm their understanding of and commitment to the school's academic integrity policy. This pledge is collected at the beginning of each academic year.

IV. Academic Integrity and Artificial Intelligence

In the **Academic Integrity Policy (2023)**, particularly Appendix 6, the IB states:

*"The goal of academic integrity is to make **knowledge, understanding, and thinking transparent**. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions, and **artificial intelligence (AI) tools**" (p.53).*

The IB stresses the importance of using AI tools ethically and creatively, ensuring that they do not undermine the authenticity of students' work. When utilizing AI tools, teachers, supervisors, staff, and coordinators encourage students to follow these guidelines:

- Use AI to gather research material during the preliminary reading phase.
- Employ AI for brainstorming and exploring new ideas or perspectives.
- Refer to well-written essays found online as models, ensuring the creation of original and authentic work.
- Explore a variety of sources, including both print and digital materials, to enrich research.
- Utilize AI for structuring ideas rather than generating content.
- Critically evaluate AI-generated outputs for accuracy, potential biases, and misleading information.
- Treat AI as a research aid, similar to using search engines like Google.
- Personally paraphrase or summarize material from original sources, avoiding reliance on AI tools for these tasks.

International Baccalaureate Organization. (2019). *Academic Integrity* (p.54).

Ensuring Integrity in Academic Work

At CPF Montana, the evaluation of student work reflects a collaborative approach that goes beyond relying solely on AI detection tools. While Turnitin's AI detection feature, implemented in April 2023, provides valuable insights for identifying potential academic misconduct, the overall assessment involves contributions from subject teachers, coordinators, and staff. Together, they determine whether a student's submission aligns with the school's academic integrity standards or requires further review.

To support this process, it is important to understand the capabilities and limitations of AI detection tools. Turnitin's AI detection feature is designed to identify long-form prose but does not evaluate other content types, such as poetry, bullet points, bibliographies, code, or images. As a result, the AI detection percentage may not fully represent the nature of the content in mixed-format submissions. The AI Detection Report highlights generative text produced by tools like ChatGPT and similar platforms, providing specific insights into identified content.

This comprehensive evaluation process ensures academic integrity remains a shared responsibility while promoting ethical learning practices and the development of independent, critical thinkers.

V. Student Academic Misconduct

According to the IBO, **academic misconduct** refers to behavior that results in a candidate gaining an unfair advantage in one or more assessment components. It is a breach of regulations.

"The IB Organization defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components." (Academic Integrity Policy, 2023, p.3).

Types of Malpractice

a. Plagiarism

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own. This behavior, whether intentional or unintentional, without proper and explicit acknowledgment of the original author, is a clear violation of this policy.

Understanding the different forms of plagiarism will help students avoid them:

- **Direct Plagiarism:** Word-for-word borrowing from an unacknowledged source, whether intentional or not.
- **Self-Plagiarism:** Submitting previous work, mixing parts of previous work, or submitting the same pieces of work for assignments in different classes without permission from all professors involved.
- **Mosaic Plagiarism:** Reusing a mix of words, phrases, or ideas without indicating which words or ideas have been borrowed or without properly citing the source.

b. Collusion

Collusion is defined as supporting malpractice by another candidate, such as allowing one's work to be copied or submitted for assessment by another. Collaboration on an assessment that is intended to be entirely an individual's own work, or helping someone else to commit plagiarism, is considered academic misconduct.

Collusion is considered malpractice in several cases:

- Writing an essay structure with another student for work that is submitted individually.
- Asking another student to edit one's work.
- Rewriting a friend's conclusion, or any other missing part of the work, for them so that they can submit it on time.
- Showing another student your essay before the assignment is due.

c. Duplication of Work

Duplication of work is the presentation of the same work for different assessment components and/or IB diploma requirements.

d. Other Malpractice

Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate, such as misconduct during an examination, falsifying a CAS record, or the disclosure of information to or receipt of information from candidates about the content of an examination paper within 24 hours after a written examination.

e. Misconduct During an IB Examination

Misconduct during an IB examination includes actions such as taking unauthorized materials into the examination room, engaging in behavior that disrupts the examination or distracts other candidates, or communicating with other candidates.

f. Unethical Behavior in Assessment Materials

This refers to the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research.

Measures for Student Academic Misconduct

CPF Montana is committed to collaborating with students and parents to address cases of academic misconduct in a supportive and constructive approach. It aims at educating students about the importance of honesty, trust, fairness, respect, and responsibility to uphold high standards of academic integrity. The school applies appropriate measures when students breach these standards to ensure accountability, while offering students opportunities for additional guidance and support for them to learn from their mistakes.

Addressing Academic Misconduct in the PYP

Academic misconduct in the PYP is approached as an opportunity for learning and growth. The PYP coordinator collaborates with the librarian and teachers to implement age-appropriate measures to encourage students to reflect on their actions and deepen their understanding of academic integrity. Strategies to support this process include:

- Teacher-student discussions to explore the incident and its implications
- Reflections sheets to encourage students to think critically about their actions
- Goal setting activities: to help students identify and commit to positive behaviors.
- Teacher-student-parent discussions to collaboratively address the situation and develop supportive plans for improvement.

International Baccalaureate Organization. (2023). *Academic integrity in the PYP*.

Addressing Academic Misconduct in the middle school, Grade 10 and the DP

The below section outlines the measures applicable to both the middle and high school students, including those enrolled in the Diploma Programme.

In all incidents of academic malpractice, the school follows the below steps:

Reporting and Investigation:

- The concerned teacher reports the case to the director of academics and the DP coordinator (if applicable)
- The head of school, the director of academics, the DP Coordinator (if applicable), the librarian, and the concerned teacher hold a meeting to discuss the details of the infraction and review the evidence of malpractice.
- The school maintains a tracker to document all infractions and monitor the frequency of malpractice. The school reviews the data gathered periodically to assess the effectiveness of the policy and introduce adjustments as necessary.
- Parental Involvement: the school informs the parents of the incident and collaborates with them to support the student in deepening their understanding of the importance of academic integrity.

Measures for Student Misconduct- Middle School (Grades 6–9)

1. First Infraction:

- The school offers the student additional guidance and support through organizing sessions facilitated by the librarian to help them deepen their understanding of the importance of academic integrity.
- The student engages in self-reflection, sets personal goals, and repeats the work.
- The school informs parents of the infraction and the steps taken to address it.

2. Second Infraction:

- The school provides the students one-on-one guidance through organizing sessions facilitated by the librarian.
- The student engages in self-reflection and completes a project focused on academic integrity.
- The school informs parents of the infraction and the steps taken to address it.

3. Third Infraction:

- The student receives a zero on the assignment or test where the malpractice occurred.
- The school informs parents of the infraction and the measures taken.

4. Fourth Infraction:

- The student receives a zero on the assignment or test.
- The school issues an official warning and documents it on the student's progress report.

Measures for Student Misconduct: High School (Grade 10 and DP1 & DP2)

1. First Infraction:

- The school offers the student additional guidance and support through organizing sessions facilitated by the librarian to help them deepen their understanding of the importance of academic integrity.
- The student engages in self-reflection, sets personal goals, and repeats the work.
- The school issues a written notification and informs parents of the details of the infraction and the measure taken.

2. Second Infraction:

- The student receives a zero on the assignment or test where the malpractice occurred.
- The school informs parents of the infraction and the measures taken.

3. Third Infraction:

- The student receives a zero for the entire course.
- The school issues an official warning and documents it on the student's progress report

VI. Policy Revision

Schools policies are dynamic, living documents developed to create a culture in which the IB philosophy can thrive. The academic integrity policy was written in 2019 and underwent its most recent review during the 2023- 2024 academic year, referencing the following documents:

- *Extended Essay Guide* (International Baccalaureate Organization (IBO), 2017).
- *Academic Integrity in the PYP* (International Baccalaureate Organization (IBO), 2023).
- *Academic Integrity Policy* (International Baccalaureate Organization (IBO), 2019, updated 2023).
- *Academic Integrity for Internal Assessment* (International Baccalaureate Organization (IBO), 2020)

Policy Review Process

Committee Members

The review process involved the following team:

- Manal Adada (Head of School)
- Lilian Sakr (Head of Elementary)
- Rania Jibai (Director Academics and DP Coordinator)
- Shereen Assaf (PYP Coordinator)
- Ghada Habib (Assistant to the DP Coordinator and Learning Support Specialist)
- Nisrine Khalil (Subject Lead for Arabic and DP Arabic LAL and DP Arabic B teacher)
- Carma Daouk (Subject Lead for English and DP English LAL Teacher)
- Maher Bteich (Subject Lead for Individuals and Societies and DP Psychology and TOK teacher)
- Charbel Abou Maroun (Subject Lead for Biology and DP Biology teacher)
- Victoria Ghossoub (PYP librarian)
- Riwa Khoury (Middle and High School Librarian)

Revision Cycle

The policy follows a three-year revision cycle to ensure it remains current with effective practices, IB guidelines, and the evolving needs of the school community.

Next Scheduled Revision: Academic Year 2027–2028

VII. Appendices

Appendix A: Pledge for Academic Excellence

I pledge to uphold the role of an academic mentor,

As my light is guided through principles,

Leading learners into a realm of academic success

I am bound to my students' well-being, striving on creating a nurturing learning environment

In my garden of thought, I inspire to bloom the seeds of inquiry

With each inquiry paving way towards responsibility, reflection, and global awareness

In today's future, we entrust our children to make a difference in tomorrow's world

My pledge is to serve as a vessel for guidance, lit by honesty and virtue

*Consecrating the wisdom and knowledge I've gained over the years, proudly passing them
down to foster the dreams of the future generations entrusted in my care*

College Protestant Francais Montana

Appendix B: Student/Parent Acknowledgement and Good Citizen Pledge

I acknowledge receiving College Protestant Francais Montana’s school policy which outlines effective learning environments, academic integrity, and student conduct. I acknowledge that I have carefully read and fully understood the contents of the document. In order to maintain a harmonious and productive school environment, I pledge to abide by the school’s standards and practices, and to uphold the values of good citizenship within the community.

Student Signature _____

Parent/Guardian Signature _____

Date _____

Appendix C: IB Penalty Matrices

This section is based on content from Academic Integrity Policy (International Baccalaureate Organization, 2019).

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
<i>covers those cases where students have used a common write-up for a group rather than written their own.</i>				
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	<p>Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.</p> <p><i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i></p>	<p>Student submits work that was entirely produced or edited by a third party.</p> <p><i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i></p>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence— see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	Not applicable
Falsification of data	Methodology	Data is selected or	Data is fabricated or	Not applicable

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
	section misrepresents or overstates the rigour with which the data was gathered.	discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	data gathered by other people is presented as gathered by the student.	

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
Possessing unauthorized material in the examination room —see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable
Exhibiting misconduct or disruptive behaviour during an examination— see note 9	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated non compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i>	Not applicable
Exchanging, passing, obtaining or receiving	Not applicable	Not applicable	When a candidate tries, successfully or	For a candidate in the same or another IB

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
verbal or written information from other students during the examination completion time, or attempting to			not, to share answers and/or examination content with others. <i>Penalties will be applied to all candidates participating in the incident.</i>	World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
Impersonating an IB candidate— both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report	When student is aware of the act of misconduct but decides not to report

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
			it to their school administrators.	it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
Gaining access to IB examination papers before the examination’s scheduled time, be that via any form of communication platform—see note 10	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a “mitigating circumstance”. See note 11 “Mitigating circumstance”.	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination—see note 12	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.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but	When student is aware of the act of misconduct but

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
			decides not to report it to their school administrators.	decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
Providing misleading or demonstratively false information	Not applicable	Not applicable		
Attempting to influence witnesses	Not applicable	Not applicable		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
Forgery or falsification of IB grades or certificates. Attempt to fraudulently amend a result in a subject —electronic or hard copy certificates and transcripts.	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

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 EE (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 the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the 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 risk 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.
- Major offences may include but are not restricted to:
 - producing any work that denigrates personal, political and/or spiritual values, and/or contains 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.

7. Unauthorized materials or items may include but are not restricted to:

- mobile phones
- notes
- study guides
- candidate's own rough or scratch paper
- non-permitted dictionaries
- other prohibited electronic devices such as smart-watches or smart-glasses.

8. Misconduct during examinations may include but is 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.

9. Social media or messaging/communication platforms and tools

10. Mitigating circumstance

In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.

11. Assisting other student(s) in committing an act of misconduct may include but is 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.