



Academic Integrity policy

1. Principles of Academic Integrity at Gymnasium Birkenfeld

Gymnasium Birkenfeld considers Academic Integrity to be essential:

- It is an absolute prerequisite of the scientific quest for knowledge. Without it, science is reduced to an absurd exercise in the service of personal gain.
- Academic integrity is the basis of all cultural production. If intellectual property is not respected and authorship not acknowledged, cultural production will eventually dry up.
- In the context of the IB Diploma Programme, academic integrity is the foundation of the value of the IB Diploma. Without it, the IB Diploma would soon be reduced to the value of the paper it is printed on.

According to the principles stated above academic integrity is more than observing a set of rules. In fact, it is an attitude of personal integrity, which is revealed in good practice that rests on a set of certain skills, which have to be acquired during the IB diploma course and the years preceding it.

Respect for others corresponds with the category "principled" within the IB learner profile. If a student acts "with a strong sense of fairness, justice and respect for the dignity of the individual" (IB Learner Profile) he/she will recognize the intellectual property of others in his/her work e.g. presentations, essays, lab reports, portfolios, reading logs.

2. 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 University library to foster their research skills and deepen their understanding of academic integrity when they start the Diploma Programme (and the „Oberstufe“, Year 11) 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.

3. Definition of Academic Integrity

The following categories constitute malpractice:

- 1) plagiarism:** i.e. "the representation of the ideas or work of another person as the candidate's own"
- 2) collusion:** i.e. "supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another"
- 3) duplication:** i.e. "the presentation of the same work for different assessment components and/or diploma requirements"

4) 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 room, misconduct during an examination, falsifying a CAS record)."¹

4. School practices to avoid malpractice

The basic principle of academic integrity is made an integral part of teaching and learning from Year 5 onwards.

Ideas and visuals taken from books, documents whether in print or digital must be acknowledged and included in an obligatory list of sources, e.g. at the end of a handout for a presentation. Examples must be provided which are suitable for the students' age.

Preparation for more advanced research work in the senior school:

- 1) Workshops for all students in preparation for their Extended Essay in Year 11 are conducted by German teachers and focus on
 - finding suitable print media so as to avoid using such sources as Wikipedia
 - quoting sources (including AI tools), using footnotes, creating a bibliography
- 2) Provision of a suitable support document to which students can refer while writing their Extended Essay which offers appropriate guidelines for the subject in question e.g. MLA
- 3) Information and guidance on the consequences of malpractice

Support system for the Extended Essay:

The choice of topic should if possible be taken from the student's own learning environment; standard topics should be avoided.

The writing process is monitored. Deadlines are set and have to be kept during the writing process (compare extended essay progress report). Students have to show a certain amount of

¹ **Quoted from:** *IB Guidelines on academic honesty, 2009, updated 2011, p.3* – In the IB brochure “Academic Honesty in the Diploma Programme” the definition of breaching academic honesty reads very similar: “Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.” (p. 2). **For additional information see also** *Academic Honesty in the IB educational context, 2014*.

text and the bibliography at set times in order for the supervisor to be able to determine and point out if there appear to be any signs of malpractice.

To underline the importance of the principles of academic integrity the students sign the declaration on the IB DP internal assessment cover sheet or a corresponding declaration and attach it to any work, e.g. presentations, essays which are handed in for marking. Additionally, the students are informed that every written work will go through a plagiarism check (PlagScan).

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.

Class tests, papers, exams

The main principles outlined above play a central role in assessment in a supervised environment. Students are shown the importance of doing their own work on such occasions. Teachers / the school encourage good practice and aim to prevent malpractice by

- preparing students effectively
- setting tasks that can be successfully completed
- ensuring enough space between tables as far as this is possible
- if necessary using A/B tasks (two different tasks, so that no student can copy from his/her neighbour; A/B, A/B, A/B)
- reminding students to place all electronic devices (mobile phones, smartphones,...) on the teacher's desk or in their bags at the front of the exam room and warning them of the consequences if they do not
- not allowing students to leave the exam room during the first 60 minutes of working time

5. Procedures in the case of malpractice

Procedures in the case of malpractice under supervised conditions

Guidelines:

SchO RLP ²

IB *academic integrity guidelines*

1) during exams

- appropriate measures are taken according to national curriculum regulations / IB exam regulations
- appropriate authority (form teacher / subject teacher / head of school / IBCA) is informed

2) during marking

- appropriate measures are taken according to national curriculum regulations / IB exam regulations
- appropriate authority (form teacher / subject teacher / head of school / IBCA) is informed

In all cases, form teachers, Year tutors, the IB coordinator are to be informed about students who have copied, used cribs, electronic help and of the measures taken so that if this occurs again, further sanctions can be implemented.

Procedures in other cases of suspected malpractice

3) assessment of work such as Extended Essay, Historical Investigation

- a. IB-Coordinator is informed
- b. Suspicion is discussed
- c. Candidate is interviewed
- d. Depending on the seriousness of the case / the extent of the malpractice
 - the work is (not) accepted
 - resubmission for first-time offenders is allowed within the deadlines set by the school / IB

6. Bibliography

Diploma Programme: From Principles into practice, for use from 2020

IB Guidelines on academic integrity, updated 15/3/2023

Schulordnung für die öffentlichen Realschulen plus, Integrierten Gesamtschulen, Gymnasien, Kollegs und Abendgymnasien(Übergreifende Schulordnung) vom 12. Juni 2009, updated 24. April 2018

² *Schulordnung Rheinland-Pfalz*. This is the official document which among other things provides regulations for handling cases of academic dishonesty.

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