SOS-Hermann Gmeiner International College

Academic Integrity Policy

SOS-HGIC Academic Integrity Policy 2025

SOS-Hermann Gmeiner International College (SOS-HGIC) assessment policy must be read together with the SOS-HGIC Assessment Policy.

SOS-HGIC is a unique IB-continuum school, comprising the 4-years of pre-university education. We offer a 4 year programme comprising two years of the International Baccalaureate's Middle Years Programme (MYP), followed by 2 years of the full IB Diploma Programme (DP) which the school was the first to pioneer in Ghana in 199.

SOS-HGIC is a highly academic boarding school for students from SOS Children's Villages across Africa together with students from the host nation, Ghana. Its motto is Knowledge in the Service of Africa and its ethos is rooted in providing an excellent pre-university education while nurturing students to use their leadership skills and diverse talents for the benefit of their local communities and for Africa.

Mission Statement, Philosophy and Objectives

The Mission of SOS-Hermann Gmeiner International College is to provide a school of academic excellence for students from SOS Children's Villages from all over Africa, together with students from the host country, Ghana, in a spirit of Pan-Africanism and an awareness of the social needs of society. The School's philosophy embraces internationalism in its widest sense, a commitment to uplift Africa and active service to the community. Its educational mission is holistic in nature, aiming to develop all students into confident adults capable of facing the challenges of a fast–changing world, by inculcating in them critical and analytical abilities which will equip them to become compassionate thinkers who are aware of their common humanity, with a belief and pride in themselves as Africans. The College's ultimate mission is to graduate life-long learners who are fully prepared for the best universities worldwide and who are also committed to putting their knowledge, skills and resources into developing their continent, Africa.

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.

IB learner profile

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 IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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1.0   Statement of Purpose

Academic integrity is a key component of integrity in teaching and learning at the SOS-Hermann Gmeiner International College. It is the foundation upon which students and teachers maintain rigorous standards of personal and collective behaviour in an academic environment. The College can function and accomplish its mission only when such expectations are acknowledged and met by all stakeholders. This policy is designed to facilitate understanding and ensure adherence to expected behaviours by, firstly, providing clear guidelines as to how to make judgements and engage in actions which promote the highest standards of academic honesty and, secondly, defining consequences, penalties and remedial steps which will be applied in instances of academic malpractice.

An integral part of the mission of the College is to help develop:

- "Students who are confident adults capable of facing the challenges of a fast–changing world, by inculcating in them critical and analytical abilities", and

- "Life-long learners who are fully prepared for the best universities worldwide" ("Mission Statement, Philosophy and Objectives")

These objectives align with the attributes of the IB learner profile, which encourage students to be inquiring, knowledgeable thinkers who apply a principled approach to learning. To achieve them, students must understand and apply a generally accepted code of conduct about intellectual material. This is necessary for:

- Moral reasons – where the work of others is respected, as are the intentions behind assessment tasks and their integrity, and

- Practical reasons – to do with the need to use and build upon the work of others in the processes of teaching, learning and creating knowledge.

2.0   Responsibilities

2.1 The Senior Leadership Team:

The Senior Leadership Team, consisting of the Principal, the Vice Principal 1, the Vice Principal II and the Senior House Tutor shall ensure that:

1.   The academic integrity policy is embedded into the school's structure and ethical culture.
2.   All teachers have the same level of understanding of academic integrity to ensure consistency in teaching and enforcement.
3.   The curriculum includes opportunities for students to apply and practise academic honesty.
4.   Teachers, students, and parents have opportunities to learn about the academic integrity policy and the skills needed to meet expectations.
5.   Cases of academic dishonesty are handled fairly and consistently, with clear consequences for those involved.
6.   Any breaches, including cheating or mishandling of exams, are reported, and the leadership team supports investigations.

The Vice Principal I shall take the lead in implementing the academic honesty programme within this team

2.2 Curriculum Management Team

The Curriculum Management Team, consisting of the Diploma Programme Coordinator, and the Middle Years Programme Coordinator, and the Distance Intervention Programme Coordinator shall ensure that:

1.   Ensure all teaching and learning activities follow IB policies and guidelines.
2.   Make sure all staff involved in IB programmes receive proper training to support academic integrity.
3.   Organise meetings with teachers, students, and parents to explain the academic integrity policy and answer questions.
4.   Ensure that IB regulations, subject guides, and policies are followed

consistently and fairly.

5. Make the academic integrity policy and IB regulations easily accessible to students, teachers, and parents.

6. Report suspected cases of academic misconduct or maladministration to the school leadership and/or IB.

7. Supervise and participate in investigations of academic misconduct following IB and school policies.

The Diploma Programme Coordinator shall take the lead in implementing the academic honesty programme within this team.

2.3   All teachers:

1. are expected to be familiar with and understand the academic honesty policy, the SOS-HGIC referencing guide, and the SOS-HGIC assessment policy.

2. must model academic integrity practices and support students in learning about academic integrity practices and expectations.

3. must consistently apply this policy.

4. must ensure, within the scope of their professional roles, that students adhere to this policy.

5. should use all available opportunities within their subject teaching to facilitate the application of this policy.

6. must report instances of academic dishonesty to the Curriculum Management Team.

7. must plan assessments and workloads to help students manage their time effectively and complete work independently.

8. must avoid excessive editing or assistance that compromises student autonomy in their work.

9. must support the school's efforts to maintain academic integrity and address any concerns related to misconduct.

2.4 The librarian:

1. provides/facilitates acquisition of and access to adequate resources for students and teachers, including referencing handbooks.

2. offers assistance and guides students in applying the SOS-HGIC Referencing Guide, thereby supplementing curricular offerings.

2.5 All students:

1. Are expected to be familiar with, understand, and adhere to the SOS-HGIC academic honesty policy, the relevant IB subject guidelines, the SOS-HGIC referencing guide, and the SOS-HGIC assessment policy.

2. Must accept full responsibility for the academic integrity of their own work.

3. Should actively seek guidance and help from teachers and the librarian as and when needed.

4. Must correctly acknowledge all sources and use the Modern Language Association (MLA) referencing format in all work, giving credit for any ideas, words, or materials that are not their own.

5. Must report any instances of academic misconduct or maladministration to their teachers and/or programme coordinators.

2.6 Parents and legal guardians:

1. are expected to appreciate the importance of academic honesty and support their child in meeting the expectations of this policy.

2. are expected to support the College, within their possibilities, in the application of this policy.

3.0 Best Practice

The SOS-HGIC academic honesty policy is based on the IB Diploma and Middle Years Programme goals and outlines expectations for students and teachers. The IB Learner Profile specifically defines that all members of the IB community strive:

a) to be principled, and

b) to act with integrity and honesty, with a strong sense of fairness and justice. ("The IB Learner Profile")

Academic honesty helps to ensure that all members of the school community maintain integrity, and have equal opportunities to accomplish academic work in learning, teaching and assessment.

For this purpose, all members of the SOS-HGIC community will always:

1. Provide proper, clear, and explicit acknowledgment of any ideas, words, or work of another person that have been quoted, paraphrased, translated, or summarised. This applies to both print and non-print sources, including but not limited to:
   a) Books
   b) Government reports, policy documents, and institutional publications
   c) Journals
   d) Newspapers and magazines
   e) Websites, blogs, and online databases
   f) Social media posts and online discussions
   g) Online courses and educational platforms (e.g., Coursera, Khan Academy, IB resources)
   h) AI-generated content (e.g., ChatGPT, Deepseek responses, AI images, AI-translated text, AI-paraphrased text)
   i) Lectures, presentations, and conference proceedings
   j) Conference papers and proceedings
   k) Interviews and personal communications (emails, letters, conversations)

- **l)** Student work (e.g., internal assessments, extended essays, TOK essays, CAS reflections)
- **m)** Broadcasts (radio, television, podcasts, documentaries)
- **n)** Videos and films (e.g., YouTube, movies, recorded lectures)
- **o)** Creative works (e.g., performances, music, artworks, photographs, infographics)
- **p)** Maps, charts, and geographical data
- **q)** Datasets and case studies

2. Be familiar with and consistently apply the SOS-HGIC MLA citation guidelines (avoiding **plagiarism**).

3. Refrain from submitting the same piece of work for different assessments (avoiding **duplication**),

4. Refrain from engaging in inappropriate collaboration between students (avoiding **collusion**),

5. Refrain from submitting work edited by a third party including humans and software including AI

6. Ensure the authenticity of all information or data collected for assignments (avoiding **fabrication**),

7. Refrain from submitting blank documents and corrupted files to the assignment Dropbox

8. Adhere to examination regulations before, during and after examinations (avoiding examination malpractice and time-zone regulations),

9. Strive to produce original, authentic pieces of work.

10. Secure their personal credentials, never falsely represent themselves as another, and always complete their own work (avoiding **impersonation**)

11. Seek guidance within permitted limits and ensure their work reflects their own effort (avoiding **breach of teacher assistance limits**)

12. Adhere to the prescribed IB subject-specific guidelines (avoiding breaches of IB-specific guidelines)

13. Contribute fairly in group projects and accurately represent their own input (avoiding irresponsible conduct in group work).

4.0 Violations – Types and Exemplars

Academic integrity violation is any act of dishonesty, misrepresentation, or unethical behaviour in academic work that gives a student an **unfair advantage or undermines the integrity of learning and assessment.**

4.1 Types of academic integrity violations

Academic integrity violations at SOS-HGIC include, but is not limited to, the following which are presented as examples or a guide since not every possible circumstance can be anticipated:

1. **Plagiarism**: the representation of the ideas or work of another person (or AI chatbot) as the candidate's own.
2. **Duplication**: the presentation of the same work or a significant part of it for different assessed tasks.
3. **Collusion**: the act of copying or allowing one's work to be copied and submitted for assessment by another even if done inadvertently.
4. **Fabrication**: the use of inauthentic data, evidence, facts, quotes and other sources of information.
5. **Impersonation**: false representation of identity.
6. **Examination malpractice**: any act that breaches the established rules and regulations of an examination, undermining its integrity, fairness, or credibility including taking unauthorised material into an examination room.
7. **Breach of teacher support limits** – Seeking or accepting guidance beyond permitted limits.
8. **Breach of prescribed IB subject-specific guidelines**– Failing to adhere to prescribed IB subject-specific rules.
9. **Irresponsible conduct in group work** – Failing to contribute fairly in group projects or misrepresenting one's input.

4.2 Exemplars of academic integrity violations

The following scenarios illustrate instances where the school's academic policy is either being violated or at risk of being violated. Students and teachers should recognise potential issues and develop strategies to prevent academic malpractice.

4.2.1 Situation A - Fabrication

Johnnie has procrastinated on his Geography extended essay to the point that he has not collected any primary data. With the deadline for his EE draft approaching next week, he realizes he does not have enough time to gather the necessary data. Knowing what kind of data would support his arguments, he is tempted to fabricate it to meet the submission deadline.

· *Danger: Poor time management could lead Johnnie to fabricate data, making his assignment invalid.*

· *How to avoid: Collect data as early as possible, plan ahead, and consult with a supervisor about timing and any unforeseen challenges.*

4.2.2 Situation B - Collusion

Ama is performing well in Physics, but her friend Esther has struggled with the maths content of the course. Wanting to help, Ama lends Esther her assignment response so she can understand how to solve the problems. However, Esther is unable to express the answers in her own way, and both submissions end up being nearly identical.

· *Danger: Non-coincidental similarities will inevitably occur, making both students guilty of collusion, which can result in academic penalties.*

· *How to avoid: Provide verbal explanations instead of sharing written work, avoid distributing electronic copies, and warn friends about the consequences of copying.*

4.2.3 Situation C – Duplication

Jacob completed his Chemistry individual scientific investigation on the structure and properties of carbon allotropes. His work was well done, and his teacher praised his effort. When choosing a topic for his extended essay, Jacob realised that, with some modifications, he could reuse his Chemistry investigation. To save time and effort, he decided to do exactly that.

- ***Danger:*** *Receiving credit twice for the same work in different assessments is considered cheating, even if the work originally belongs to the student.*

- ***How to avoid:*** *If you are interested in the same topic, discuss it honestly with your supervisor to ensure the new work is sufficiently different and meets the required standards.*

4.2.4 Situation D – Examination malpractice

Charlie is focused on answering all the questions in his Mathematics examination when he realises that one requires a measurement, but he has forgotten his ruler. He asks the exam invigilator to request a ruler from Stevie, who is sitting in front of him.

- ***Danger:*** *While this may seem harmless, sharing or facilitating the sharing of materials during an exam is a breach of examination regulations.*

- ***How to avoid:*** *Bring all necessary tools to the exam. If you forget something, do your best without it, as borrowing disrupts others and violates exam rules. Familiarise yourself with IB examination regulations.*

4.2.5 Situation E – Breach of time zone regulation

Annie has just finished her final IB History examination and feels confident about her performance. Excited, she takes to social media to share details about how she answered specific questions on the paper.

- · **Danger:** *This breaches time zone regulations, as students in different regions may not have taken the exam yet. It is also unethical to give others an unfair advantage.*

- · **How to avoid:** *Never post or share any exam content online or discuss specific questions before it is permitted.*

4.2.6 Situation F – Plagiarism

Henry needs expert opinion to contrast with his own interpretation of a text extract in his Literature course. He visits some appropriate websites and finds exactly what he needs. He extracts a couple of sentences that make the most important point and includes an in-text citation and an entry in his Works Cited list. However, he does not place the copied sentences in quotation marks, making it appear as though the words are his own.

- · **Danger:** *The absence of quotation marks will count as plagiarism because it is assumed that the student is claiming those are his own words when they are not. Sometimes students do this deliberately to hide lengthy or excessive quotes.*

- · **How to avoid:** *Always use quotation marks when copying text word-for-word and properly cite the source. If paraphrasing, ensure the wording is entirely your own.*

4.2.7 Situation G – Violation of IB prescribed subject specific guidelines

Kwame is unsure which TOK essay title to choose. Before attempting to interpret or answer any of them, he searches online and finds a website with detailed suggestions on how to approach each title. He selects a topic and incorporates these ideas into his essay.

· **Danger:** *The IB has strict guidelines on independent critical thinking and originality in the TOK essay. Relying on external sources too early in the process can lead to an essay that reflects someone else's interpretation rather than the student's own. Additionally, failure to properly attribute external ideas can result in plagiarism.*

· **How to avoid:** *Follow IB guidelines by developing personal insights first. External sources should be consulted only after forming an independent perspective, allowing for critical evaluation rather than direct reliance.*

4.2.8 Situation H – Impersonation

Nicholas struggles with mathematics, while his friend Kweku is a top student in the subject. When an important mathematics test is assigned, Nicholas asks Kweku to take the test on his behalf. Kweku agrees, and Nicholas later submits the results as his own. The teacher, noticing a sharp contrast between Nicholas's usual performance and his test score, begins to investigate.

· **Danger:** *Impersonation is a serious form of academic dishonesty. If discovered, both students face severe consequences, as one has falsely represented their abilities and the other has facilitated the deception.*

· **How to avoid:** *Always complete your own assessments. If struggling, seek help from teachers before the test rather than resorting to dishonest practices.*

4.2.9 Situation I – Breach of limits of teacher assistance

Mr. Jones is being followed around the school by his students on the day their written assignments are due. Students know that, despite complaints, he never refuses to help, no matter how much work remains unfinished. Eventually, Mr. Jones finds himself in a quiet corner of a classroom with a red pen, making heavy edits to student work in ways that exceed what the examination authority allows.

- ***Danger:** Students procrastinate and fail to take their drafts seriously, relying on excessive teacher intervention to improve their work. When a teacher provides more assistance than is permitted and then authenticates the work as a student's own, they contribute to academic dishonesty.*

- ***How to avoid:** Teachers must follow the limits set by the examining authority and clearly communicate to students what level of support is allowed.*

4.2.10 Situation J - Irresponsible conduct in group Work

Sarah and her group are working on a geography project. Each member is expected to research a specific section and present their findings. However, Sarah does not contribute much but insists that her name be included in the final submission. When asked about her role, she exaggerates her contribution, taking credit for work she did not do.

- ***Danger:** Some students receive credit unfairly, leading to inaccurate grading. This can cause resentment among group members and potential academic penalties if discovered.*

- ***How to avoid:** Do the assigned work, actively participate in discussions, complete individual tasks as agreed, and contribute meaningfully to the final project.*

5.0 Consequences, Penalties, Remedial Steps

Various breaches of this policy are shown below. In each case, stipulations are made concerning what happens to the work associated with the offence (**consequences**), what happens to the student (**penalties**) and what if anything can be done to offset or redress the situation (**remedial steps**).

SCENARIO	CONSEQUENCES	PENALTIES	REMEDIAL STEPS
1. Internal school assessed work (Summative), not used for final (IB DP) assessment			
Collusion	Scores of zero grade for both students	**1st offence:** mentioned in semester or end of year report by teacher. Teacher posts a behaviour note on ManageBac **2nd offence:** student signs bond, mentioned in semester report. Coordinator posts behaviour note on ManageBac **3rd offence:** letter to parent/guardian including broken bond, mentioned in semester report. Suspension	none
Plagiarism	Score of zero grade		none
Duplication	Score of zero grade for both assignments		none
Fabrication	Score of zero		none
Impersonation	Score of zero grade (for both students if work was made available intentionally)		none

2. Externally assessed/externally moderated work (final IBDP and MYP work)			
SCENARIO	**CONSEQUENCES**	**PENALTIES**	**REMEDIAL STEPS**
a) If not identified by College ahead of submission: possible loss of component grade and IB Diploma			
b) If identified by College too late to take remedial steps: notification of examining body, loss of component grade and IB Diploma			
c) If identified by College early enough to take remedial steps: see below			
Collusion	Score of zero for both students if assessment is used for semester grade	Behaviour note posted on ManageBac as a record of misconduct

Letter to parent/ guardians

Mentioned in semester report

Loss of Exeat

Multiple infractions will lead to a suspension | Possible resubmission of assignment under supervised conditions with no additional support from teacher |
Plagiarism	Score of zero if assessment is used for semester grade		
Duplication	Score of zero for if assessment is used for semester grade		
Impersonation	Score of zero if assessment is used for semester grade (for both students if work was made available intentionally)		
Fabrication	Score of zero if assessment is used for semester grade		

2. Externally assessed/externally moderated work (final IBDP and MYP work)			
3. Examination malpractice			
SCENARIO	**CONSEQUENCES**	**PENALTIES**	**REMEDIAL STEPS**
Class test	Score of zero grade	Letter to parent/ guardian, mentioned in semester report	none
Internal exam	Score of zero grade	*Suspension, mentioning in semester report	none
External exam	Report to Examining Board	*Suspension from school. Letter to parents and kept on student file.	none

4. Teacher breaching bounds of student assistance		
SCENARIO	**CONSEQUENCES**	**PENALTIES**
Teacher systematically offers more assistance to students than is permitted by IB regulations	Teacher receives a written warning from HOD in the first instance and the issue reported to the Programme Coordinator. A meeting with HOD, Coordinator and Vice-Principal 1	If teacher, issued with official warning by programme , issued with official warning by VP1

*The interpretation of "suspension" is, on a case-by-case basis, at the discretion of the Curriculum Management Team and Senior Leadership Team, and may range from a short internal suspension from classes to outright expulsion, depending on circumstances.

- All communication to parents on breaches of the academic honesty policy will be from the Programme Coordinator through the Principal's Office.

- Repeat offenders may be suspended from the College at the discretion of the Principal and Senior Leadership Team even when the above regulations do not stipulate an automatic suspension.

In cases where students are required to re-submit an assignment the College may prescribe at what times the student will be required to work on the assignment. This may result in the loss of exeats or limit the student in other ways.

6.0 Formal Procedures

1. All cases of academic misconduct must be reported directly using the Academic Misconduct Form. Evidence must be supplied in the form of documents, Screenshots or images where available or a report from the teacher concerned.

2. The programme coordinator will review each case with the relevant teachers and apply the policy unless it is an issue that may lead to suspension.

3. The Curriculum Management Team will evaluate the coordinator's initial report in cases where suspension might be an option. Findings will be communicated to the SLT via VP1 for a final decision.

4. For each investigation, the student will have the opportunity to respond to the misconduct; the student is presented with the evidence and invited to comment on the case. These comments may be taken into account in fine-tuning the decision. Decisions will be communicated and explained by the Programme Coordinator.

5. The Programme Coordinator will make the case known to the entire teaching faculty so that any subsequent cases are viewed in the light of the previous one(s).

6. Records of breaches of this policy will be kept on the student's profile on ManageBac and file as stated within the penalties.

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Appendix: Use of AI

HOW CAN STUDENTS MAINTAIN ACADEMIC INTEGRITY WHEN USING AI TOOLS?

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools.

For the IB, **transparency** is the key, and we expect students to give full credit to any source/material that they have used when writing and creating their own work.

(Academic Integrity, 2023)

HOW DO STUDENTS CORRECTLY REFERENCE AI TOOLS?

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: *"the development of the tools and variables required for………"* (text taken/paraphrased from ChatGPT, 2023).

The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to *example* prompt about *example* topic.

(Academic Integrity, 2023)

Scenario	Outcome
#1 Student asks AI for a summary of key points for the essay and some references to cite and then reads these sources to understand them.	OK
#2 Student asks AI for a summary of counter-positions or alternative viewpoints in response to a question or issue, and the student explores these further.	OK
#3 Student asks AI to give them some quotes from sources on the essay topic and just copies them (properly referenced) into their essay without investigating further.	Not OK
#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	Not OK
#5 Student gets AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (it in their own words).	Context – but not OK
#6 Student gets AI to write them a paragraph or two for the essay, such as the introduction or summarising an argument and then used this as a model of what to write (in their own words).	Context – but OK
#7 The student writes an essay, puts it into AI and asks the tool to rewrite it for them.	Not OK – but nuanced

#8 The student writes the essay in one language and then uses AI to translate it into another language to hand it in.	Not OK for IB assessment Probably ok other contexts
#9 The student uses an AI to suggest improvement to their grammar and sentence construction but not a wholescale rewrite.	OK in most contexts
#10 The student uses AI to "mark" their work and provide feedback so they can improve.	OK in most contexts
#11 The student asks AI to "reflect" on a topic, process or question, then use this unchanged in their assessment.	Not OK
#12 The student tries to hide that they used AI.	Not OK, even if their use of AI was ok
#13 The students uses AI tools to generate a template for the structure of their essay.	Context – but ok