



المدرسة اللبنانية  
THE LEBANESE SCHOOL

# **The Lebanese School – Qatar Academic Integrity Policy**



## **Introduction**

At the heart of our mission is a firm commitment to academic excellence and integrity. This policy serves as our guiding framework, emphasizing the values of honesty, trust, and responsibility. It outlines the expectations and principles that constitute the foundation of our academic community. As we collectively embark on our learning journey, these principles will ensure a fair, respectful, and enriching educational experience for all.

## **What is Academic Integrity?**

Academic integrity refers to the ethical code and moral principles followed by individuals within an educational setting, emphasizing honesty, trust, fairness, and responsibility in all academic activities. It is the adherence to a set of values that promote honesty and fairness in intellectual pursuits, acknowledging and respecting the intellectual property and contributions of others.

## **Creating a Culture of Academic Integrity**

The school strives to nurture a culture of academic honesty. This is evident through emphasizing the importance of original work, encouraging collaboration while giving credit to others, and providing a safe environment for the students to report any act of dishonesty. Teachers and admin staff at LSQ are encouraged to lead by example, which also promotes the value of academic integrity among the students.

## **Roles and Responsibilities**

### **School Leadership Team**

- Implement and enforce the Academic Integrity Policy across all levels of the school.
- Organize training sessions or workshops to educate the school community on the policy and its implications.
- Monitor the implementation of the Academic Integrity Policy through continuous communication with staff, constant follow-up on incidents recorded, and regular utilization of data related to integrity violations.
- Regularly review and update the Academic Integrity Policy to ensure its effectiveness.
- Ensure a fair and transparent resolution process for academic integrity violations.

### **Coordinators**

- Work collaboratively with the Leadership Team to make sure the policy is applied fairly and consistently.
- Ensure that teachers are aware of the policy and are well-trained in implementing it.



- Monitor the process of creation and administration of assessment while ensuring the secure storage of confidential material related to the examination.
- Report any instances of student malpractice to the Heads of Sections.
- Collaborate in the investigation process in case of any malpractice.

### **Teaching and Administrative Staff**

- Collaborate with the Leadership Team and the coordinators to implement the Academic Integrity Policy.
- Raise awareness among students about all the requirements and the consequences included in the policy.
- Train students on the rules of academic integrity and prompt them to be responsible for their actions.
- Devise a plan to detect any instances of plagiarism or collusion in the students' work.
- Plan manageable workload to students so they can manage their time effectively.
- Give one-time feedback to students to ensure the authenticity of the students' work.
- Ensure that students' work is submitted, labeled, and stored as per the school's guidelines.
- Report any instances of student malpractice to the Heads of Sections
- Collaborate in the investigation process in case of malpractice if needed.

### **Librarians**

- Facilitate access to learning resources to support learning and research.
- Organize training sessions for students to illustrate research skills such as: selecting appropriate resources, paraphrasing, writing citations, and avoiding plagiarism.
- Provide feedback on the research techniques used by the students in their Extended Essays.
- Participate in the promotion, review, and update of the Academic Integrity Policy.

### **Parents**

- Instill a strong sense of honesty and integrity in children, emphasizing the importance of ethical behavior in academics.
- Participate in school workshops or seminars on academic integrity to stay informed and reinforce the importance of ethical behavior in education.
- Contact the school leadership team to report any suspected instances of student misconduct or potential maladministration.
- Refrain from assisting their children in the completion of assignments.



## Students

- Provide truthful information in all academic activities, avoiding any form of deception or cheating.
- Familiarize with and adhere to the school's integrity policy, understanding the consequences of misconduct.
- Contribute to a culture of honesty by supporting classmates in upholding ethical standards and reporting any dishonest behavior.
- Give credit to others by respecting their ideas and work, and properly citing sources.
- Use information technology and social media platforms responsibly.
- Refrain from assisting classmates in completing their assessed work.
- Take responsibility for errors, using them as opportunities for growth and committing to doing better in the future.

## What is Malpractice?

Malpractice refers to any form of dishonest or unethical behavior that violates the established standards and principles of academic integrity. This includes:

- 1- **Plagiarism:** presenting someone else's ideas, words, or work as one's own, without proper attribution or credit.
- 2- **Collusion/Cheating:** the act of secret collaboration with others to communicate information related to the assessment before or during an examination. It also includes using notes when prohibited during examinations and/or using any unauthorized electronic equipment.
- 3- **Duplication of Work:** refers to the unauthorized submission of identical or similar assignments, projects, or assessments by an individual, either within the same subject or across multiple subjects.
- 4- **Paraphrasing (without citation):** is when the student rephrases the information but does not site the source of information used.
- 5- **Fabrication of Information/Data:** it is the act of creating data or information that is not factual or true.
- 6- **Misuse of Artificial Intelligence (AI) Tools:** The unauthorised use of AI tools to generate full drafts, final responses, or substantial sections of work submitted as the student's own; to produce answers for summative tasks without explicit teacher permission and acknowledgement; or to use AI during tests, quizzes, examinations, or any controlled assessment conditions unless explicitly authorised. As a guiding limit, AI-generated content should not exceed 20% of the submitted work and must be clearly acknowledged where required by task instructions.

## Session Monitoring for Academic Integrity

LSQ focuses on proactively identifying potential cases of plagiarism, content overlap, and unusual response patterns in student work.



#### Types of Session Monitoring:

- 1- **Plagiarism and Similarity Checks (Turnitin / Compilatio):** The school uses Turnitin/Compilatio to scan electronically submitted student work for copied or improperly referenced content. Similarity percentages are diagnostic indicators and do not, on their own, constitute evidence of academic misconduct. Teachers must open and review the full report to determine the nature of matches, using the guidance below:

**0–10% (Low similarity):** Normally acceptable. No action is required unless the report reveals unusual or inappropriate matches.

**11–20% (Moderate similarity):** Typically acceptable but requires review. If matches are appropriately cited, no further action is required.

**21–25% (Elevated similarity):** May indicate over-reliance on sources or weak paraphrasing. The teacher may require revisions to improve paraphrasing and referencing.

**Above 25% (High similarity):** Significant concern. The teacher must refer the case to the Coordinator/HOS for review and possible investigation, following school procedures.

- 2- **Quality Assurance Checks:** These checks help to identify potential issues of self-plagiarism or content duplication in a student's work submitted for different subjects or assessments. They ensure that students present original work and do not simply reuse content from previous assignments.
- 3- **Analysis of Response Patterns in Examination Papers:** Statistical analysis can help identify potential collusion or unusual response patterns, such as coordinated attempts to choose the same incorrect answers or statistically unlikely responses within a test group.

#### Academic Integrity Investigation Process

LSQ follows this process when investigating an allegation:

##### 1. Reporting Allegations

Anyone (students, faculty, staff) can report suspected academic misconduct using the designated reporting channels (email, in-person report).

##### 2. Initial Review

The LSQ senior leadership team is responsible for the initial review of all allegations. The team members will gather relevant information about the alleged misconduct, including:

- Nature of the alleged violation
- Parties involved (student, teacher, witnesses)
- Any available evidence (assignments, emails, witness statements)



### 3. Evidence Evaluation

The senior leadership team will meticulously review the gathered information to determine if sufficient evidence warrants further investigation, considering factors such as the allegation's credibility. This thorough evaluation ensures a comprehensive understanding of the situation.

### 4. Case Decisions

If the senior leadership team determines insufficient evidence to support the allegation, the case will be dismissed, and the reporting party will be promptly and transparently notified of the decision. If sufficient evidence exists, the case will be investigated following guidelines for investigation, and the reporting party and the student(s) involved will be informed of this decision, ensuring transparency in the process.

### 5. Next Steps

Cases forwarded to the senior leadership team will follow their established investigation and resolution procedures. One of the team members will communicate directly with the student(s) involved and potentially other relevant parties throughout the investigation. The school's Academic Integrity Policy outlines potential consequences for confirmed academic misconduct. These consequences are referred to as sanctions.

## Sanctions

At LSQ, all students' work must be original. Any act of copying, cheating, or plagiarism is not tolerated. Students are required to submit their work through "Turnitin.com".

In case of any violation of the Academic Integrity Policy, the school will take the below steps with the violating students:

### Internal Sanctions

- Upon the first violation, the student will meet with the Head of Section and will receive a written warning. The student's parents will be notified.
- If the student commits a second violation of integrity, the student will receive a second written warning, and the administration will hold a meeting with the parents, which will lead to a serious consequence as per the school's Behavior Policy.
- Upon the third violation, the student will receive a 'zero' on the assignment and will be suspended.
- Any further repetition of violating the Integrity Policy will result in a Hearing Council meeting, which might expel the student from school.

### External Sanctions

External sanctions are penalties imposed by the IB or the school following IB regulations when suspected academic misconduct is discovered in work that contributes to the final diploma. These include internal assessments, extended essays, TOK presentations, and final exams.



#### Dealing with Misconduct at Different Stages:

- If potential misconduct is detected in early drafts of internal assessments, extended essays, or TOK essays, internal sanctions will be implemented to allow for correction before final submission.
- If suspected academic dishonesty occurs later in the process, such as after work has been submitted to the IB or after internal deadlines for final IA versions, a more serious investigation will follow.

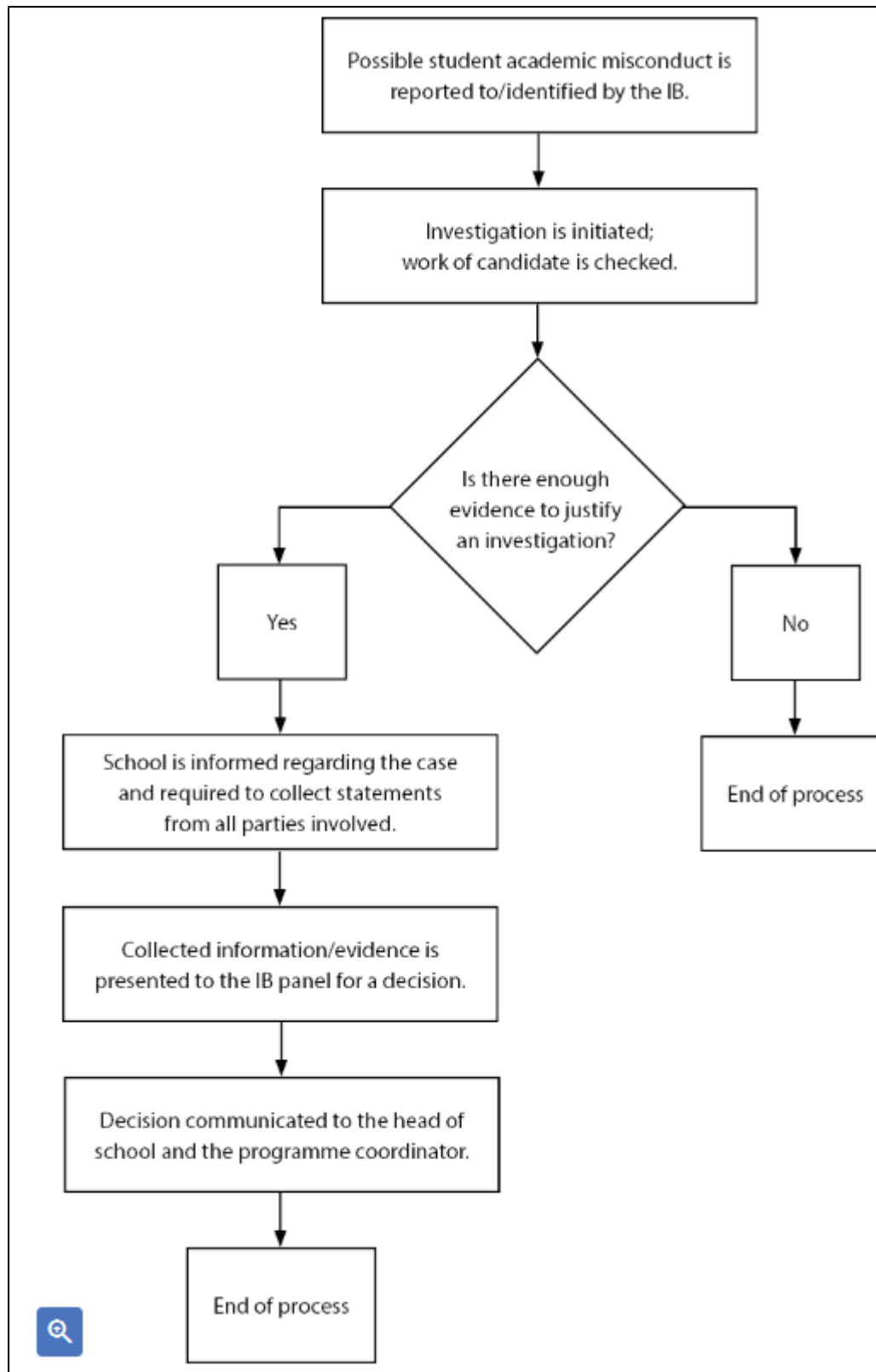
#### Potential Consequences from the IB

The IB will investigate suspected misconduct and may impose penalties such as reduced grades on assignments or disqualification of the work entirely, disqualification from the entire IB Diploma program, and being banned from future IB examinations.

The following are excerpts from the IB Academic Integrity policy:



## Investigation Flowchart







## Penalty Matrices

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
<b>Plagiarism</b> <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
<b>Facilitating plagiarism</b> <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.



<b>Collusion</b> <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 covers those cases where students have used a common write-up for a group rather than written their own</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
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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
<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence



<b>Duplication of work</b>	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
<b>Falsification of data</b>	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

### Conduct during an examination

<b>Infringements</b>	<b>Level 1 penalty</b> <b>Warning letter to the student</b>	<b>Level 2 penalty</b> <b>Zero marks for component</b>	<b>Level 3a penalty</b> <b>No grade for subject(s) concerned—see note 1</b>	<b>Level 3b penalty</b> <b>No grade for “parallel” subjects—see note 2</b>
<b>Possessing unauthorized</b>	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
<b>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</b>	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. Penalties could be applied to multiple subjects if incidents	Not applicable



			happen during the completion of different subject papers.	
<b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to</b>	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. Penalties will be applied to all candidates participating in the incident.	For a candidate in the same or another IB World School aiding other candidates.
<b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b>	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
<b>Impersonating an IB candidate— both impersonator and person allowing impersonation</b>	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. 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.
<b>Failing to report an incident of academic misconduct</b>	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report 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
<b>Gaining access to IB examination papers before the examination’s scheduled time, be that via any form of communication platform—see note 10</b>	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
<b>Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination—see note 12</b>	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.
<b>Failing to report an incident of academic misconduct</b>	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but 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
<b>Not cooperating with an investigation, whether involved or not</b>	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
<b>Providing misleading or demonstratively false information</b>	Not applicable	Not applicable		
<b>Attempting to influence witnesses</b>	Not applicable	Not applicable		
<b>Showing threatening behaviour to the person carrying out investigation or to witnesses</b>	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
<b>Forgery or falsification of IB grades or certificates</b> <i>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable



## Precedents

### Plagiarism-external sources

Middle Years Programme		
Subject	Example	Outcome
<b>Extended essay (EE)</b>	A candidate submitted an EE that contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an "N", was awarded for the EE.
<b>Visual arts HL—exhibition</b>	As part of the exhibition, a candidate submitted artistic work that was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an "N", being awarded for visual arts HL.

<b>English A: literature HL—oral component</b>	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component, which resulted in no grade, an "N", being awarded for English A: literature HL.
<b>History of the Americas HL—paper 3</b>	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an "N", was awarded for history of the Americas HL.



<b>Theory of knowledge (TOK)— essay</b>	A candidate submitted an essay that was almost entirely plagiarized from an English source that they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component, which resulted in no grade for the subject concerned.
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### Peer plagiarism

Diploma Programme		
Subject	Example	Outcome
<b>Economics HL— internal assessment</b>	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3a penalty and no grade, an "N", was awarded for economics HL. Candidate B received a level 1 penalty warning letter.
<b>TOK—essay</b>	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB World School. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A's essay but left many sections unchanged.	Both candidates received the level 3a penalty for the component, which resulted in no grade, an "N", for the subject concerned.

### Collusion

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies SL— internal assessment</b>	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for environmental systems and societies SL.





### Submission of externally commissioned work

Diploma Programme		
Subject	Example	Outcome
<b>TOK—essay</b>	Two candidates registered in different IB World Schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for the TOK subject.

### Inclusion of inappropriate, offensive or obscene materials

Middle Years Programme		
Subject	Example	Outcome
<b>Theatre HL—research presentation</b>	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.

### Duplication of work

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies—EE and mathematics SL—internal assessment</b>	The candidate reworked their internal assessment and expanded on it to create their EE; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an "N", being awarded for both subjects.



## Breaches occurring during an examination

### Possessing unauthorized material in the examination room

Diploma Programme		
Subject	Example	Outcome
<b>Biology SL—paper 2</b>	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
<b>Chemistry HL—paper 1</b>	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school's IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.



<b>Business management—paper 2</b>	After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.	Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.
<b>Mathematics HL—paper 1, non-calculator</b>	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject-matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an “N” was awarded for mathematics HL.

### Exhibiting misconduct or disruptive behavior during an examination

Diploma Programme		
Subject	Example	Outcome
<b>Physics SL—paper 1</b>	When entering the examination hall, a candidate refused to sit in their allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, they maintained their disruptive behaviour. They were warned by the invigilator but became increasingly aggressive and were eventually removed from the examination hall.	The candidate received a level 2 penalty: zero marks for component.



## Facilitating the exchange of live content during the examination competition time

Diploma Programme		
Subject	Example	Outcome
<b>Psychology SL— paper 2</b>	Halfway through the examination, an invigilator had noticed and become suspicious of candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that candidate A was receiving information via a pair of wireless headphones from another candidate, candidate B, who was in a different room. Through a "cough code", candidate B identified and read subject relevant information to assist candidate A in completing the examination.	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting other candidates in committing an act of academic misconduct" category.

## Breaches that threaten the integrity of the examination

### Gaining access to examination paper

Diploma Programme		
Subject	Example	Outcome
<b>English A: literature SL—paper 1</b>	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.



Sharing examination content before or during an examination or within 24 hours of scheduled ending

Diploma Programme		
Subject	Example	Outcome
<b>History HL—paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their EE. Details of the question were posted.	Candidate received a level 3a penalty for the subject concerned.
<b>Philosophy SL— paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.
<b>Chemistry HL— paper 3</b>	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
<b>Biology SL—paper 2 and paper 3</b>	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on examination content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.



### Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
<b>Business management HL</b>	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to examination questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

### Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
<b>History SL, biology HL and mathematics SL</b>	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live examination content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

### Policy Review

This policy was developed in December 2023 and reviewed in January 2026. The academic senior leadership team will continue to monitor the application and effectiveness of this policy. It will be reviewed every two years and updated, as necessary.

### References

International Baccalaureate Organization. (2023). Academic honesty [Website]. Retrieved from [https://resources.ibo.org/dp/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.10.5](https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.10.5)