

REPUBLIKA HRVATSKA
XV. GIMNAZIJA
Program međunarodne mature
International Baccalaureate Department
Zagreb, Jordanovac 8, Croatia



ACADEMIC INTEGRITY POLICY

for MYP and DP

Updated and revised: September 2026

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XV. gimnazija, as an IB World School since 1991, promotes high academic standards in both IB programmes: Middle Years and Diploma, as expressed in the **IB** mission statement and the IB learner profile, as well as in the XV. gimnazija mission statement.

1. IB mission statement

The International Baccalaureate Organization 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 IBO 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.

2. XV. Gimnazija mission statement

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world. Our curriculum encourages students to become independent and critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives.

Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication.

Since we believe learning is a process, we hope all our students will become lifelong learners with a capacity for compassion and empathy, as well as strong international mindedness.

3. 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. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Based on all stated attributes which express the aims and values inherent to the IB programmes, students should always act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

In order to apply stated values in everyday schoolwork and all assignments submitted to school for either internal assessment by their teachers or external assessment by IB examiners, students should follow instructions given in this document and always:

- Submit original, authentic pieces of work they wrote themselves and that comprise their own language, expressions and ideas;
- Acknowledge somebody else's words and/or ideas either taken from published (printed) or electronic source using the reference system stated in this document;
- Comply with rules and regulations of written examination.

At the beginning of each school year, the school provides each student and their parents/legal guardian(s) with a link to the Handbook for the current school year. There is a section on academic integrity that both students and parents/legal guardian(s) are expected to read. Students and their parents/legal guardian(s) have to read and sign the Academic Integrity Statement (p.14) and submit it to the homeroom teachers.

4. What is academic integrity?

It is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Simply, student ideas should be their own. Students are allowed and encouraged to use somebody else's words and/or ideas as well, but they should always be properly acknowledged. If not done so it creates academic dishonesty, malpractice, or simply cheating.

Forms of intellectual and creative expression known as intellectual property must be respected and are normally protected by law the same way that somebody else's goods are their property and should not be stolen.

To develop required skills and values students will receive guidance on when and how to include acknowledgments in their work so that it becomes habitual practice to use quotation marks, indentation, paraphrasing and other forms of integrating words or ideas into their work.

5. What is academic dishonesty?

Academic dishonesty refers to representing the work of others, their ideas, words or artwork (regardless of the length or quantity – it can be one sentence only, or a single photograph) as your own without acknowledging the source and submitting it for assessment. Since such bad practice may give a student unfair advantage over others in one or more assessment components, academic dishonesty results in significant consequences. The following definitions serve to help students know the difference between academic integrity and academic dishonesty.

5.1.Plagiarism:

- Presentation of words and/or ideas of another person as a student's own. It can come in many different forms, such as:
- **copying** material from a source without proper acknowledgement;
- **copying and pasting** material from a source without proper acknowledgement;
- **translating** material from a source without proper acknowledgement;
- **paraphrasing** material from a source without proper acknowledgement;
- **getting help from another person** to the extent that the work is no longer authentic work of the student;
- **buying material** (essays, presentations, written assignments, projects, etc.) and submitting them for assessment as student's own;
- **fabricating data** for an assignment;
- **stealing** examination papers;
- **impersonating** another student.

5.2.Collusion:

- Supporting malpractice by another student – intentionally or not, as in allowing one's work or part of the work to be copied or submitted for assessment by another student;
- Helping another student to complete an assignment to the extent that the work is almost a copy of another student's assignment;
- Working together with another student to produce only one version of an assignment and submitting it as two authentic and original pieces;
- In all cases **both students** are guilty of collusion.

5.3.Duplication of work:

- Presentation of the same work for different assessment components;
- Presentation of the same work to satisfy assessment requirements in different subjects, or different subject groups.

5.4.Unfair gain:

- Taking unauthorised material into an examination;
- Misconduct during an examination;
- Cheating in an examination;
- Copying, with or without altering, and submitting another student's another student's record, such as a CAS diary;
- Theft of another student's work.

Students should learn that **taking material from a public domain like the Internet should also be always properly acknowledged**. This includes text and images obtained from AI tools. Any text, material or assets produced by an AI tool must be clearly cited in the body of student's work.

It should also be listed in the bibliography (references/works cited), including the prompt (question) that the student provided to the AI tool and the date it generated the text. Students should retain the developmental work (i.e. plans and drafts) that they have produced when working on their assignment. This will allow the students to demonstrate, if requested, the process they undertook to produce the work submitted for assessment. For example, if they used AI tools for initial research on the essay topic, students should keep all the information generated. Then, through a version history it can be shown how the work was developed from initial content research to the creation of independent work.

Students should refrain from using so-called "paraphrasing apps/tools" such text might be recognized as AI generated and considered as nonauthentic.

Students should also learn that submitting work that is not authentic, that is not their own – whether done on purpose or as a result of procrastination, negligence or sloppiness – constitutes academic misconduct. Furthermore, lack of intent does not necessarily excuse a breach, but intent, knowledge, circumstances, extent, and impact are relevant to classification and consequences.

5.5.Academic infringement

In some cases, the use of another person's words or ideas is not properly acknowledged in the work submitted for assessment: the student did not use the quotation marks but has cited the source in the bibliography or in the footnote. This is called academic infringement, and not malpractice. The penalty IBO applies to academic infringement is somewhat less severe. The student is not awarded a grade for the particular assessment component but is awarded the grade for the subject. The decision on whether a specific case constitutes an academic infringement or malpractice lies with the IB Final award committee if the work was sent for the external assessment. If noticed within the school, the student will be warned to properly acknowledge the source.

6. Roles and responsibilities:

6.1.The role of the IBO is to:

- provide the regulations and instructions that govern the conduct of each examination session;
- offer guidance to schools on what constitutes malpractice and how it can be prevented;
- investigate cases of alleged malpractice, in liaison with the school concerned;
- review all available evidence collected during an investigation into malpractice and decide whether to dismiss the allegation or uphold it;
- make a final decision on cases of suspected malpractice and notify the head of school of the decision;

- during each examination session the IBO takes a random sample of candidates' work and submits it to a web-based plagiarism prevention system.

6.2. The head of school and IB MYP/DP Coordinator, must ensure that all students:

- understand what constitutes Academic Integrity and an authentic piece of work;
- understand what constitutes malpractice, particularly plagiarism and collusion;
- receive guidance on the skills of academic writing and acknowledging sources;
- know the consequences of being found guilty of malpractice.

6.3. The responsibilities of the teachers are to:

- familiarize themselves with the Academic Integrity Policy;
- instruct students on academic writing skills during lessons (including Personal Project, Extended Essay, Internal Assessments, TOK Exhibition, TOK Essay);
- provide students with a convention for acknowledging all sources using the IBO's publication.

6.4. "Effective citing and referencing" (2022)

- stress research skills (strategies for searching information, evaluation of sources) and other ATL skills;
- provide students with examples of how to acknowledge sources. The examples must include a variety of sources (i.e. photographs, illustrations, artwork and data, in addition to journals, books and websites);
- demonstrate Academic Integrity by citing all sources on handouts, slideshows, etc.;
- monitor the writing process by ensuring that each student follows the designated plan and time frame of submitting and presenting their written assignments;
- comment on drafts;
- set deadlines;
- maintain the integrity of examination papers and answers;
- report cases of academic malpractice to the IB MYP/DP Coordinator.

Teachers must help students by structuring assignments to avoid generalized "reports" involving little more than information gathering. Instead, teachers must give specific guidelines that encourage students to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and other techniques. Hence, a carefully devised assignment can reduce the chances of a student copying material without proper citation.

Teachers are encouraged to provide a formative assessment procedure for investigative reports that include step-by-step evidence of planning of investigation, together with collecting and acknowledging sources and the evaluation of sources. The formative assessment procedure might include:

- a carefully developed thesis
- the selection and evaluation of sources
- planning for an investigation
- personal critique or analysis
- evidence of higher thinking in a proposal of alternative solutions to the issue under discussion
- in-class research assignments such as: data collection, computation of descriptive and inferential statistics and graphical presentation of findings.

When marking regular class and homework assignments, teachers should consider each student's use and acknowledgment of sources. A portion of the marks awarded could be available for assessing the degree to which a student has correctly acknowledged all sources. Reinforcing good academic practice in this and other ways routinely extends to all subjects and requirements within the IB programme in our school.

Teachers must guard against what might be described as “academic negligence”. In other words, teachers must warn students about the consequences of being careless when recording sources. Negligence is not a valid excuse for plagiarism.

Teachers must emphasize the difference between quotations and paraphrase and the usage of in-text citations. Paraphrasing is the rendition of another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, teachers should instruct students that it is still necessary to acknowledge the source.

6.5. The responsibility of the student

Students are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. Students are expected to ask teachers, librarian and/or IB MYP/DP Coordinator when unsure about citations and references. Also, students should apply ATL skills like time- and self-management strategies to avoid procrastination which is often addressed as a reason of plagiarism.

Students must acknowledge as honestly and accurately as possible the ideas and work of others. When the source cannot be stated with absolute accuracy, the student must declare this in an appropriate way, such as in a footnote.

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged in footnotes and in the bibliography.

Students need to submit a Turnitin authenticity report together with the work submitted.

Students need to submit an Academic Integrity Form when submitting the Personal Project, Internal Assessments, Extended Essay, TOK Exhibition, TOK Essay, and CAS diary.

6.7. The responsibility of the librarian

The librarian helps students and teachers with principles of academic integrity. The librarian also helps students find reliable sources of information.

6.8. The responsibility of parents

Parents should discuss the policy with their child, sign it and return to school at the beginning of each academic year.

Parents should support the school in reinforcing the policy for the student's academic benefit.

Parents should encourage their child to maintain high standards with regards to assignment submission.

7. The IB procedure for investigating student academic misconduct

The IB will act upon all reports of alleged student academic misconduct, regardless of when they reach the organization during the assessment cycle. Once the report or allegation is received the IB will initiate a thorough, fair and transparent investigation to collect the evidence needed to reach an impartial and proportionate outcome, following long established precedents. IB World Schools, through the head of school or programme coordinator, are expected to fully support the IB in any investigation, both student and staff related.

The procedure is described in detail in the IB Academic Integrity Policy.

8. The rights of the student

When students enroll the Diploma Programme, the school must provide each student and their parents/legal guardians information about the *General Regulations: Diploma Programme*.

If a student is under investigation for possible malpractice, the coordinator must inform the student.

If a student is under investigation for possible malpractice, the student will be summoned to a conference with the subject teacher, homeroom teacher and the MYP/DP coordinator on the assignment in question.

The student and his or her parents/legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant. For investigations initiated by the school (regarding coursework which has not been uploaded to IBO), the following disciplinary actions will be undertaken:

- a) The student must resubmit the paper/assignment to be completed within 48 hours. The student will revise and resubmit a properly documented paper/assignment.

- b) No credit on the paper/assignment: The student will receive a zero on the paper/assignment.

In addition to the above mentioned, the following disciplinary actions could also be undertaken depending on the severity of the case: warning, a written reprimand, warning before expulsion or expulsion, based on the *Rulebook on criteria for imposing pedagogical measures (Pravilnik o kriterijima za izricanje pedagoških mjera)*. For example, according to the Rulebook, encouraging other students to engage in minor unacceptable behaviour results in a warning, while encouraging other students to engage in major unacceptable behaviour results in a reprimand. A formal warning is issued after the second registered minor unacceptable behaviour. Forgery of student work is considered a major unacceptable behaviour and results in final warning before expulsion.

For investigations initiated by the IBO (investigations following coursework upload to the IBO), it is the policy of the IBO that any student being investigated for malpractice is given the opportunity to be heard and to submit a written defense to IBCA. The school has no right to prevent this process, to edit or unduly influence the student's statement. The student is expected to make the content of the statement available to the coordinator but may request that the statement remain confidential to the IBO. The student must be given sufficient time to prepare a response to the allegation. IBCA must be contacted for advice if the candidate may not be able to meet the deadline imposed. The final decision regarding the allegation of malpractice with respect to the award of the IB diploma and Diploma Programme courses results rests with the IB – Final award committee. If the IB Final award committee decides that an academic infringement has been established, no mark will be awarded for the component. The student will still be eligible for a grade in the subject. If the IB Final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned and no diploma will be awarded to the student. Diploma courses results will be awarded for other subjects in which no malpractice has occurred. The student will be permitted to register for future examination sessions, including November session if a subject is available in the November session. If a case of malpractice is very serious the Final award committee may decide that the student will not be permitted to register for examinations in any future sessions.

9. Teaching support for prevention of malpractice

What is a citation?

Citing is properly acknowledging and listing the source from which a quote, idea, art work or creation was taken. The exception to this rule is common knowledge (i.e. the law of gravity, Pythagoras' theorem). Examples of conventions for acknowledging sources are provided using the IBO's publication "*Effective citing and referencing*" (2022).

Due to a large number of citation and referencing styles, students need to ensure that their documentation is expressed consistently, and that they include all the elements needed for their sources to be identified. Students who are also writers in this case should be sure to follow a single style guide consistently. Regardless of the reference style, it is expected that the minimum information given includes:

- name of author
- date of publication
- title of source
- page numbers as applicable
- date of access (electronic sources)
- URL or DOI

When consulted sources are accessed online, the IB prefers the use of URLs (uniform resource locators) or DOIs (digital object identifiers).

Furthermore, students can use embedded options in text processors that enable creation of citation automatically (i.e. Microsoft Word – References – Bibliography) or websites that offer creation of citations by entering information about the source (i.e. <http://www.easybib.com/>). However, reference or citation generators may not produce full, consistent or accurate results. If used, the output should always be carefully checked and therefore it may be easier to simply compile the reference or citation from the start.

The main types of in-text citation are as follows;

Author (sometimes called author-page)—for example, MLA

In-text citation is indicated by an introductory and/or parenthetical citation providing the:

- a. last name of the author
- b. page number(s) from which the quotation or paraphrase is taken, if applicable.

Author-date (sometimes called author-date-page)—for example, APA

In-text citation is indicated by an introductory and/or parenthetical citation providing the:

- a. last name of the author
- b. year of publication from which the quotation or paraphrase is taken

- c. page number(s) from which the quotation or paraphrase is taken, if applicable.

If pages are not numbered, such as with online material, the section heading or paragraph number from which the material has been taken can be stated.

Numbered footnote (sometimes called notes-bibliography)—for example, Chicago

In-text citation is indicated by:

- a. (usually) superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used

- b. corresponding footnotes placed at the bottom of the page in the text containing reference details from which the quotation or paraphrase is taken, including the page number(s) if applicable; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

If you cannot find some of the information, include what is available. Examples of how the most common referencing styles may be applied to different contexts may be found in the document *Effective citing and referencing*, pages 8-12 (<https://shorturl.at/rfzJm>).

Detection of plagiarism

As already mentioned, students are expected to review their own work before submission for assessment and uploading in order to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgement. This includes elements produced with the assistance of AI.

When reading students' work teachers must be vigilant for obvious changes in a student's style of writing. Equally significant is a style that seems too mature, too error free, and perhaps more characteristic of experienced academic than a secondary school student.

On reviewing the student's work, a teacher may have reason to suspect that part or all of the work may be in violation of the principles of Academic Integrity and therefore constitute malpractice. In such circumstances the teacher must draw the student's attention to this risk and the requirement to respect academic integrity and may quiz the student on the content of his or her work. In case of suspicion of malpractice, the teacher will inform the homeroom teacher, the MYP/DP coordinator and the student's parent, and the student will have 48 hours to submit the corrected version. If further misconduct is detected after that resubmission, the school will conduct the investigation with consequences of academic misconduct.

Before submitting the final version, students have to run their work through Turnitin – a plagiarism and AI detection program – and submit the authenticity report together with their work. Teachers should not accept the final version of the student's work without the authenticity report. The teacher will determine if the student's work is authentic based on the authenticity report and other sources of information about the student (e.g. that student can explain their work sufficiently, and the teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce). Authenticity

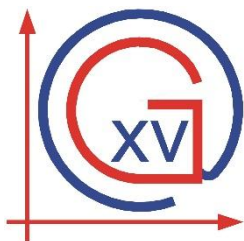
reports for all uploaded works sent for marking must be kept on file and secured until the end of session for every student. Students will be provided with a Turnitin account by the school.

Authentication for the uploading purposes

For the purposes of externally and internally assessed components, authentication confirming that the work submitted for assessment is the authentic work of the student is crucial.

- Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate.
- For assessment electronically uploaded by the school (on behalf of the candidate), the authentication process is completed on screen by the teacher. This option requires the school to have previously secured the candidate's authentication.

Works that are not electronically authenticated will not be accepted by the school or the IB; thus, an IB Diploma cannot be awarded.



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ACADEMIC INTEGRITY STATEMENT

I _____,
student of IB DP in XV. gimnazija, IB World school, _____ class,

hereby express my compliance with the values of Academic Integrity and therefore will always:

- submit original, authentic pieces of work I wrote myself that comprise my own language, expressions and ideas,
- acknowledge somebody else's words and/or ideas either taken from published (printed) or electronic source using the reference system agreed upon in my school.

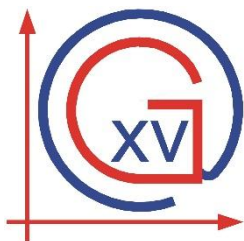
I will always comply with rules and regulations of written examination; will not give or receive unpermitted aid in class work, in the preparation of reports, essays, assignments or any other work submitted for assessment in school or by external examiners.

Furthermore, I will take an active part in ensuring that others also comply with these values.

Date: _____

Student's signature: _____

Parent's or legal guardian's signature: _____



REPUBLIKA HRVATSKA
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International Baccalaureate Department
Zagreb, Jordanovac 8, Croatia



Zagreb, _____
(date)

FINAL RESPONSIBILITY STATEMENT

I, _____ (student's full name), date of birth _____, hereby declare, under full responsibility, that my **Personal Project/IA – Internal Assessment work/TOK essay/ Extended Essay/Lab Report Individual Student Investigation/independent student research paper** in _____ (subject) is my own original work created within the International Baccalaureate Programme (IB MYP/DP).

I confirm that the work is the result of my independent research, that no content generated by artificial intelligence (AI) was used without proper referencing and citation, and that all other sources are correctly acknowledged.

With this statement, I confirm that I will adhere to all prescribed principles of academic integrity so as not to violate the rules of the IBO and XV. gimnazija, being fully aware of the importance of respecting these principles and the possible sanctions in case of non-compliance.

(student's full name)

(student's signature)

10. References

- IBO, *Effective citing and referencing*, 2022
<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>
- IBO, *Academic Integrity Policy*, 2023
<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>
- IBO, *Academic Integrity in the IB educational Context*, 2016
https://www.isk.ac.ke/uploaded/Community/Community_Site/HS_Community/IB_Programme/Academic_Honesty_in_the_IB_educational_context_.pdf