

# Academic integrity policy

for use in the *International Baccalaureate Diploma Programme* at  
SZTE Báthory István Gyakorló Gimnázium és Általános Iskola



## 1. Introduction

Academic integrity is a set of rigorous standards that aim to ensure the values of academic fairness, trust, credibility, and respect. This document provides a list of expectations, responsibilities, and procedures that help students and teachers uphold these values.

The document applies to all members of the International Baccalaureate Diploma Programme at SZTE Báthory István Gyakorló Gimnázium és Általános Iskola: students, teachers, administrators, non-teaching staff, parents, and guardians. The IB DP coordinator is responsible for informing, training, and supporting the DP community regarding the requirements of academic integrity.

## 2. What is academic integrity?

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.”<sup>1</sup>

In practice, the principle of academic integrity refers to all situations that involve any kind of academic task, including classroom learning, research, assessment, and administration. In order to ensure fairness, trust, credibility, and respect, academic misconduct is a breach of our academic integrity policy. Academic misconduct may be deliberate or accidental, and involves the following behaviour:

## 3. Academic integrity in practice

At SZTE Báthory István Gyakorló Gimnázium és Általános Iskola, we expect our students to complete all their academic tasks in an honest way. This involves respecting teachers’ instructions on how to prepare academic assignments. Individual work should be completed and submitted as individual work, while group work belongs to all participants. Students should also respect and protect their own academic work.

In line with our academic integrity policy, students must always hand in work that is their own, and proper references must be given to all external sources. Given the academic rigour of the programme, a great deal of academic integrity in practice focuses on proper referencing. At SZTE Báthory István Gyakorló Gimnázium és Általános Iskola, we require our students to complete your academic assignments using the rules set by the Chicago Manual of Style. We chose this guide because it is widely used in American academia and offers a flexible way to present information. Specifically, we recommend using short footnotes when citing sources. We recommend that students do not learn the Chicago style. Instead, we encourage them to actively use the shortened style sheet, available below and in the *Extended Essay handbook* for all academic work.

### 3.1. Citing a source for the first time

When you cite a source in your essay for the first time, you must provide all the necessary information. We call this the full footnote:

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<sup>1</sup> International Baccalaureate Organization, Academic integrity policy, October 2019, <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>.

<sup>1</sup> First name Last name, Title of book, number of edition. (Place of publication: Publisher, Year), page numbers.

<sup>1</sup> Marya Schechtman, *The self: A very short introduction*, 2nd ed. (Oxford: Oxford University Press, 2024), 24-25.

Pay attention to the correct order of the information as well as the correct use of commas, colons, stops, and italics.

The most common sources you will use during your studies are: books, book chapters, edited books, journal articles, and websites. Use these examples to write your references:

#### Books by a single author

<sup>1</sup> First name Last name, Title of book, number of edition. (Place of publication: Publisher, Year), page numbers.

<sup>1</sup> Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*, 10th anniversary ed. (Boston: Beacon Press, 2022), 10.

#### Books with multiple authors

<sup>1</sup> First name Last name and First name Last name, *Title of book*, number of edition. (Place of publication: Publisher, Year), page numbers.

<sup>1</sup> Colin Hay, Anand Menon, *European Politics*. (Oxford: OUP, 2007), 395.

#### Edited books

<sup>1</sup> First name Last name, ed., *Title of Book*, number of edition. (Place of publication: Publisher, Year of publication), page number.

<sup>1</sup> Rick Bonnie and Patrik Klingborn, ed., *Water in Ancient Mediterranean Households*. (Milton Park: Routledge, 2024), 30.

#### Chapters in edited books

<sup>1</sup> First name Last name, "Title of Chapter," in *Title of Book*, ed. First name Last name of the editor (Place of publication: Publisher, Year of publication), page numbers.

<sup>1</sup> Kyle Whyte, "Why Does Anything Need to be Called Wild?," in *The Heart of the Wild: Essays on Nature, Conservation, and the Human future*, ed. Ben A. Minteer and Jonathan B. Losos (Princeton: Princeton University Press, 2024), 73.

#### Journal articles

<sup>1</sup> First name Last name, "Title of Article," in *Title of journal* volume number, issue number (year): page number, URL.

<sup>1</sup> Michael E. Soulé, "What Is Conservation Biology?," *BioScience* 35, no. 11 (1985): 729, <https://www.jstor.org/stable/pdf/1310054.pdf>

#### Websites

<sup>1</sup> First name Last name, “Title of Webpage,” *Website Name*, last modified Month Day, Year, URL.

<sup>1</sup> Jasper van Wezel, Lotte Mertens, and Jans Henke, “Quantum Physics Isn’t as Weird as You Think. It’s Weirder,” *SciAm*, last modified October 12, 2023, <https://www.scientificamerican.com/article/quantum-physics-isnt-as-weird-as-you-think-its-weirder/>

Sometimes, a piece of information may be missing, e.g. some books do not have different editions, or some websites do not state who the author is. You can leave those parts out in this case.

### 3.2. Citing a source for the second time

After the initial full footnote, use the shortened form for every subsequent citation of the same source. We only use the last name of the author and omit everything except for a shortened title and page number. Shorten the title only if it is necessary (overlong titles are easy to shorten) or if it can be done in a meaningful way.

Books by a single author

<sup>1</sup> Last name, *Shortened Title*, page number.

<sup>1</sup> Dunbar-Ortiz, *An Indigenous Peoples’ History*, 10.

Books with multiple authors

<sup>1</sup> Last name and Last name, *Shortened Title*, page number.

<sup>1</sup> Hay and Menon, *European Politics*, 395.

Edited books

<sup>1</sup> Last name, ed., *Shortened Title*, page number.

<sup>1</sup> Bonnie and Klingborn, ed., *Water in Ancient Mediterranean Households*, 30.

Chapters in edited books

<sup>1</sup> Last name, “Shortened Title of Chapter,” page numbers.

<sup>1</sup> Whyte, “Why Does Anything Need to be Called Wild,” 73.

Journal articles

<sup>1</sup> Last name, “Shortened Title of Article,” page number.

<sup>1</sup> Soulé, “What Is Conservation Biology?,” 729.

Websites

<sup>1</sup> Last name, “Shortened Title of Webpage.”

<sup>1</sup> van Wezel, Mertens, and Henke, “Quantum Physics Isn’t as Weird as You Think.”

### 6.4. Citing the same source repeatedly

When you cite a source right after you cited the same source, we use the abbreviation Ibid. (short for *ibidem*, meaning "in the same place") to avoid repetition. We use Ibid. when the citation refers to the same source and page as the previous footnote, and Ibid., page number if you are referring to a different page in the same source.

<sup>1</sup> Dunbar-Ortiz, *An Indigenous Peoples' History*, 10.

<sup>2</sup> Ibid.

<sup>3</sup> Whyte, "Why Does Anything Need to be Called Wild," 73.

<sup>4</sup> Ibid., 75.

### 3.3. Bibliography

Even though we use long footnotes when we first cite a source, we still need a bibliography list at the end of the essay. Using the long footnotes is a good basis, but there are two notable differences:

1. We list the bibliography list edited with hanging indent (i.e. the second line starts with a gap).
2. We write the names of the authors as Last name, First name, and arrange the entries alphabetically.

Bonnie, Rick and Klingborn, Patrik, ed., *Water in Ancient Mediterranean Households*. (Milton Park: Routledge, 2024).

Dunbar-Ortiz, Roxanne, *An Indigenous Peoples' History of the United States*, 10th anniversary ed. (Boston: Beacon Press, 2022).

Hay, Colin and Menon, Anand, *European Politics*. (Oxford: OUP, 2007).

Schechtman, Marya, *The self: A very short introduction*, 2nd ed. (Oxford: Oxford University Press, 2024).

Soulé, Michael E., "What Is Conservation Biology?," *BioScience* 35, no. 11 (1985), <https://www.jstor.org/stable/pdf/1310054.pdf>

van Wezel, Jasper, Mertens, Lotte and Henke, Jans "Quantum Physics Isn't as Weird as You Think. It's Weirder," *SciAm*, last modified October 12, 2023, <https://www.scientificamerican.com/article/quantum-physics-isnt-as-weird-as-you-think-its-weirder/>

Whyte, Kyle, "Why Does Anything Need to be Called Wild?," in *The Heart of the Wild: Essays on Nature, Conservation, and the Human future*, ed. Ben A. Minteer and Jonathan B. Losos (Princeton: Princeton University Press, 2024).

### 4. Instances of academic misconduct

The IBO lists the following behaviours as examples of academic misconduct:<sup>2</sup>

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<sup>2</sup> International Baccalaureate Organization, Academic integrity policy, March 2023, [https://resources.ibo.org/dp/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.2.5](https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.2.5).

#### **4.1. Plagiarism**

Plagiarism involves using other authors' ideas, texts, terms, or illustrations as their own, i.e. without providing a proper reference. Content generated by Artificial Intelligence (AI) is also understood as another author's content; thus, handing in work that was partially or completely generated by AI is also considered plagiarism if no proper referencing is provided.

The best way to avoid plagiarism is to employ the following approach when writing any kind of academic work:

*“Be a content creator, not a content imitator.”<sup>3</sup>*

This ensures that respect is shown and proper credit is given to “content creators” and ensures the fairness of evaluation.

#### **4.2. Facilitating plagiarism**

Facilitating plagiarism involves a student sharing or allowing the copying of their, or someone else's work, for their peers.

#### **4.3. Collusion**

Collusion refers to instances where students hand in group or collaborative work that was assigned as individual work.

#### **4.4. Submitting work commissioned, edited by, or obtained from a third party**

This refers to students handing in academic work that was created or edited, completely or partially, by a tutor, another student, a professional service, or other third party.

Work edited by Artificial Intelligence (AI) is permitted if the editing involves only aspects of language quality. Language A and Language B subjects do not allow the use of Artificial Intelligence (AI) for language editing, since these subjects measure students' own language competencies, and marks are also awarded for sentence structure.<sup>4</sup>

Additionally, writing in one language (e.g. students' mother tongue) and using translation services or Artificial Intelligence (AI) to translate the work into English is not permitted.

#### **4.5. Inclusion of inappropriate, offensive, or obscene material**

This refers to incorporating content in academic work that is irrelevant in an academic setting (e.g. jokes, memes, or casual language); offensive or disrespectful of people of all ethnicities, races, genders, religions, sexual orientations, or other personal attributes; or obscene, vulgar, or explicit materials.

#### **4.6. Duplication of work**

This instance of academic misconduct refers to the complete or partial copying of someone else's work.

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<sup>3</sup> International Baccalaureate Organization, Academic integrity poster, 2022, [https://resources.ibo.org/data/g\\_0\\_malpr\\_tsm\\_2205\\_1\\_e.pdf](https://resources.ibo.org/data/g_0_malpr_tsm_2205_1_e.pdf).

<sup>4</sup> International Baccalaureate Organization, Academic integrity policy, March 2023, [https://resources.ibo.org/dp/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.2.5](https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.2.5).

#### 4.7. Falsification of data

Falsification of data involves faking, generating, or changing research outcomes to enhance students' work.

### 5. Expectations and responsibilities of students

Students must take active steps to avoid the above instances of academic misconduct by adhering to assignment rules set by their teachers, providing proper referencing and citation, and acting responsibly in individual and group projects, both in person and online. Students are also encouraged to report instances of academic misconduct, and seek their teachers' and DP coordinator's assistance in situations involving academic misconduct. They are also required to familiarise themselves with our Academic Integrity Policy and Extended Essay Handbook.

To support the enforcement of this policy, SZTE Báthory István Gyakorló Gimnázium és Általános Iskola uses **Crossref iThenticate** as its official plagiarism detection tool. All major written assignments submitted for IB assessment, including the Extended Essay and Internal Assessments, may be checked using this software to ensure authenticity and proper referencing.

### 6. Student sanctions and penalties

We offer one resubmission to students whose final work is found to have issues regarding academic integrity. If the academic integrity issue is discovered after the submission of the work to the IB, the IB DP coordinator informs the IBO immediately and starts a formal investigation. The formal investigation is conducted in accordance with the Academic Integrity Policy of the IBO.<sup>5</sup>

In addition, infringements of the school's Academic Integrity Policy will result in penalties set by the IBO<sup>6</sup>, with the possibility of one resubmission in case of a level 1 penalty:

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without	Not applicable

<sup>5</sup> International Baccalaureate Organization, Academic integrity policy, March 2023, [https://resources.ibo.org/dp/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.2.5](https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.2.5).

<sup>6</sup> International Baccalaureate Organization, Academic integrity policy, March 2023, [https://resources.ibo.org/dp/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.2.5](https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.2.5).

		text citation of the source.	full in-text citation of the source—see note 3.	
<b>Facilitating plagiarism</b>	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>	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
<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	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	Not applicable
<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

***Explanatory notes:***<sup>7</sup>

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
  - friends, family members, or other students in the same or different school, college or university
  - private tutors
  - essay writing or copy-editing services
  - pre-written essay banks
  - file sharing sites.
5. Minor offences may include but are not restricted to:
  - conducting research without permission of the participants

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<sup>7</sup> International Baccalaureate Organization, Academic integrity policy, March 2023, [https://resources.ibo.org/dp/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.2.5](https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.2.5).

- including offensive or obscene comments or graphic materials in any assessment component
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

6. Moderate offences may include but are not restricted to:

- conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
- conducting research or fieldwork that damages the environment
- including offensive or obscene comments or graphic materials in any assessment component.

7. Major offences may include but are not restricted to:

- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

## **7. Expectations and responsibilities of other members of the IB community**

### ***7.1. Teachers***

Each member of the IB DP community at SZTE Báthory István Gyakorló Gimnázium és Általános Iskola is responsible for upholding the contents of the Academic Integrity Policy. Teachers are required to educate students on what constitutes academic misconduct, and actively monitor students' work to ensure they are free from misconduct. In addition, they should report any incidents of academic dishonesty to the IB DP coordinator. Teaching what academic integrity looks like is a shared responsibility of all IB DP teachers, and form teachers are required to inform students about the academic integrity policy and Extended Essay handbook. The Extended Essay coordinator and essay supervisors have a larger responsibility to remind students of academic integrity in writing: it is their responsibility to teach good practices of academic writing throughout the school year, in the form of student workshops and individual meetings.

### ***7.2. School leadership***

The IB DP coordinator is responsible for informing, training, and supporting the DP community regarding the requirements of academic integrity, as well as leading investigations into academic misconduct and ensuring fair outcomes.

### ***7.3. Parents and legal guardians***

In addition, we encourage parents and legal guardians to collaborate with the teaching staff to ensure honest academic practices, by helping their children balance their academic workload, and avoiding assistance in coursework completion.

## **8. Conclusion**

The IB Diploma Programme at SZTE Báthory István Gimnázium és Általános Iskola is based on honest academic work. We believe upholding the standards set by our Academic Integrity

Policy is key to ensure fairness, trust, credibility, and respect within the school community. It is all community members' responsibility to ensure these standards are met, so that we can foster a positive learning environment, and great academic success.

Contributors: Bence Illés, Márta Fehér, Ádám Tóth. Reviewed and approved by all IB staff members at SZTE Báthory István Gyakorló Gimnázium és Általános Iskola. Next review: June 2026.
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