

Academic Integrity Policy

Gymnázium a SOŠ Rokycany (G+SOS) is a state grammar school with a long tradition, providing students with general education in both four-year and eight-year programmes. The IB Diploma Programme (DP) is implemented within one of the four-year programmes and comprises the final two years of study. It is based on the school curriculum *“Inspiration and Knowledge in Context”*.

The school aims to support the holistic development of each student, including motivation for lifelong learning, critical thinking, and problem-solving skills. The school emphasises an individual approach and aims to create a supportive and academically challenging learning environment. This policy aligns with the IB Standards and Practices (2020) and reflects the school’s commitment to equity, access, and student well-being. The Academic Integrity Policy forms part of a broader framework including the Inclusion Policy, Assessment Policy, Admissions Policy, and Language Policy.

Introduction

Academic integrity is a fundamental principle of the International Baccalaureate and underpins all teaching, learning, and assessment. It is understood as a set of values and skills that promote honesty, fairness, and responsibility in academic work. The IB recognises that academic integrity is shaped by a range of factors, including the learning environment, school culture, and the support provided to students.

At Gymnázium a SOŠ Rokycany, academic integrity is closely connected to the school’s mission:

“At Gymnázium a SOŠ Rokycany, we help students grow into confident, independent learners. We support them in discovering their strengths, thinking for themselves, and achieving their goals. In a friendly and supportive environment, students develop not only their knowledge, but also their skills, creativity, and respect for others and different cultures.”

This approach encourages students to act with honesty, take responsibility for their learning, and uphold the principles of academic integrity in all aspects of their work. Academic integrity is developed through a supportive educational environment, strong collaboration between students and teachers, and the active involvement of parents and the wider school community.

All members of the school community—students, staff, leadership, and parents—are expected to uphold the principles of academic integrity. This is reflected in the IB Learner Profile, particularly in the attributes of being **principled** and **reflective**, which guide students in acting with integrity, taking responsibility for their actions, and learning from their experiences.

1. Philosophy of Academic Integrity

While it may be easier to define academic dishonesty in terms of cheating, plagiarism, and other forms of misconduct, the school believes that academic integrity should be approached in a positive and educational way. Teachers therefore emphasise the value of honest work, independent thinking, and properly conducted research.

A clear understanding of the meaning and importance of academic integrity is essential. Students are expected to acknowledge all sources appropriately when using the ideas or words of others and to follow established guidelines for referencing and citation. They are also required to adhere to the rules governing conduct in examinations. This policy applies to all forms of work, whether completed at school or at home.

In the two years prior to entering the IB Diploma Programme, students complete a course titled *Personal and Social Development*, where they explore the principles of honesty and ethical behaviour. Upon entering the IB DP, students at Gymnázium a SOŠ Rokycany sign an agreement in which these principles are reinforced, and their legal representatives are informed of the relevant rules and expectations.

2. Purpose of an Academic Integrity Policy

Students at Gymnázium a SOŠ Rokycany are expected to understand key concepts related to academic integrity, including intellectual property and authenticity. However, theoretical knowledge alone is not sufficient; students must be able to apply these principles in practice across a range of assignments and forms of academic work.

Students are therefore encouraged to take responsibility for their learning and to understand and follow the principles of proper academic conduct and widely accepted standards of academic integrity. The purpose of this policy is to provide a clear framework of principles, rules, and guidelines that support the consistent implementation of academic integrity within the school environment.

3. What is academic misconduct

Academic misconduct includes any behaviour that results in, or may result in, a student gaining an unfair advantage or presenting work that is not their own. It may take various forms, including cheating, plagiarism, and the inappropriate use of artificial intelligence (AI) tools.

Cheating

Cheating includes, but is not limited to, the following behaviours:

- unauthorised access to or distribution of examination materials or answer keys
- giving or receiving information during an exam, including looking at another student's work or allowing others to see one's own work
- copying work intended to be completed independently or allowing others to copy one's work
- use of unauthorised materials or resources during an examination
- fabrication or manipulation of data for an assignment
- falsification of CAS records
- bringing unauthorised items into the examination room (e.g. mobile phones, electronic devices, smart watches, notes, or personal paper)
- disruptive behaviour during an examination or attempts to distract other candidates
- failure to follow the instructions of the invigilator or other authorised staff
- impersonating another candidate

Plagiarism and Misuse of AI

Plagiarism is the presentation of another person's work, ideas, or expressions as one's own without proper acknowledgement. This also includes the inappropriate use of artificial intelligence tools.

Examples include:

- copying sentences, phrases, images, or entire texts from any source without appropriate referencing
- using another author's ideas, arguments, or perspectives without proper citation
- submitting work generated fully or partially by AI tools (e.g. text, translations, or problem solutions) as one's own without clear acknowledgement

- using AI tools in a way that replaces a student's own thinking or learning process when independent work is required
- submitting work that has been excessively supported or completed by another person or digital tool

Parents and tutors may support students by discussing ideas and asking guiding questions; however, they must not complete assignments on behalf of students. Any assistance beyond appropriate guidance may be considered academic misconduct.

4. Roles and Responsibilities:

Librarian

The librarian works in collaboration with DP teachers, particularly the TOK and EE coordinators, to develop students' research and information literacy skills. They support students in understanding academic writing conventions, ethical use of sources, and appropriate citation practices, especially in extended academic work such as the Extended Essay.

DP Teachers

DP teachers are responsible for explaining academic integrity in relation to the specific tasks students are completing. They model good academic practice and address any instances of academic misconduct in a timely and appropriate manner.

Teachers also develop and monitor students' research and referencing skills, ensuring they have the tools needed to produce authentic work. Regular interaction with students during the drafting process is essential to guide their work and provide support.

DP Coordinator and School Leadership

The DP Coordinator and school leadership ensure that the principles of academic integrity are clearly communicated to students, staff, and parents. They provide guidance, examples of good practice, and support consistent implementation across the school.

They are responsible for investigating suspected cases of academic misconduct in a fair and transparent manner, ensuring consistency in decision-making. They also support professional development for staff and promote a school environment that values integrity and responsible learning.

Students

Students are expected to follow the principles outlined in the school's Code of Conduct and to act with honesty and responsibility in all academic work. They should understand key concepts such as academic integrity, intellectual property, and plagiarism, and are responsible for producing authentic work.

Students are also expected to meet deadlines and seek clarification when needed to ensure they follow correct academic practices.

Parents

Parents play an important role in supporting academic integrity by encouraging honesty and responsibility in their children's learning. They help reinforce the importance of authentic work and contribute to a supportive and respectful learning environment.

5. Monitoring of Academic Integrity

Whenever there is a suspicion of academic misconduct (e.g. plagiarism, cheating, collusion, or misuse of artificial intelligence), the case is reviewed by the subject teacher in consultation with the form tutor, DP Coordinator, and, where appropriate, the Head of School.

The student is informed of the concerns and the case is investigated. The student has the right to respond and present their perspective in the presence of the relevant staff members. All cases are documented in accordance with school procedures.

5.1 Sanctions for Academic Misconduct

The following sanctions apply specifically to IB DP students and complement the school's Code of Conduct based on Czech legislation. They are designed to promote responsible and honest academic behaviour. Sanctions may be **internal** (applied by the school), or **external** (applied in accordance with IB regulations), and in some cases, both may apply.

5.2 Levels of Academic Misconduct

Level 1 – Unintentional misconduct

This may result from misunderstanding, lack of experience, or inappropriate use of sources or digital tools (including AI). The student is guided by the teacher, and the situation is treated as a learning opportunity. Repeated cases may be escalated.

Level 2 – Deliberate misconduct

If there is clear evidence of intentional cheating, plagiarism, or misuse of AI tools (e.g. submitting AI-generated work as one's own), the student receives a formal warning and the work is not awarded a passing mark.

Level 3 – Serious or repeated misconduct

Serious or repeated breaches of academic integrity, including extensive use of AI to replace a student's own work or repeated misconduct, may result in failure of the subject and further disciplinary action in line with the school's Code of Conduct.

5.3 Internal Sanctions

Internal sanctions apply to school-based work (e.g. homework, classwork, tests, and mock exams not submitted to the IB).

First offence: The work must be redone. The student receives guidance on academic integrity, including appropriate use of sources and AI tools. Parents (or the student if over 18) are informed. The incident is not formally recorded.

Second offence: The work is awarded no marks (or the lowest grade). Parents are formally notified, and the incident is recorded. Disciplinary action may be applied.

Third offence: The student fails the subject and may face further disciplinary measures, including possible expulsion.

5.4 External Sanctions

External sanctions apply to IB-assessed components (e.g. Internal Assessments, Extended Essay, TOK, and final examinations) and follow IB regulations.

Minor misconduct (including inappropriate use of AI) may result in zero marks for the affected component. Submission of work generated fully or partially by AI without acknowledgement may be treated as plagiarism and result in no grade being awarded for the subject.

Misconduct during final examinations results in no grade for the subject.

Falsification of CAS records may result in the diploma not being awarded until requirements are fulfilled.

Serious or repeated misconduct, including misuse of AI, may lead to exclusion from examinations.

In exceptional cases, the IB may withdraw a diploma if misconduct is identified after it has been awarded.

The school may also apply internal sanctions alongside IB decisions where appropriate.

6. Citation

Correctly acknowledging sources is an essential academic skill that all students at Gymnázium a SOŠ Rokycany are expected to develop. Students must understand that presenting the ideas, words, or work of another person or AI without proper and transparent referencing—even unintentionally—constitutes plagiarism.

When working with sources, students should keep accurate notes to record where information comes from. This helps prevent confusion, especially when using multiple sources, and reduces the risk of unintentionally using someone else's work without acknowledgement.

The key principle of citation is that the reader must be able to clearly identify what ideas have been used and where they originate. This is achieved through appropriate referencing and the use of a bibliography. It is also important to distinguish between direct citation (quotation) and indirect citation (paraphrasing). Students at our school are taught to use the **APA referencing style**, and all examples in this document follow APA guidelines. The school also ensures that teaching reflects current updates to this style.

Direct citation (quotation)

- uses the exact words of the original source
- preserves the original wording and structure
- uses quotation marks for shorter quotations
- does not use quotation marks for longer quotations (block quotes)
- includes the author, year of publication, and page number

Indirect citation (paraphrasing)

- expresses the original idea in the student's own words
- preserves the meaning of the original text
- does not use quotation marks
- includes the author and year of publication (page number may be included if relevant)
- is typically shorter and more concise than the original text

Paraphrasing requires a full understanding of the original source. It is not sufficient to replace a few words with synonyms; the idea must be genuinely re-expressed in the student's own words.

6.1 Plagiarism

Plagiarism is the presentation of another person's ideas, words, or work (including visual materials such as graphs, charts, AI generated work or images) as one's own without proper acknowledgement of the source.

Examples of citation and plagiarism

The examples below illustrate basic principles of the APA referencing style. They are simplified and adapted for demonstration purposes only and are not taken from real sources.

Direct citation (quotation)

Short quotations (fewer than 40 words, author in the text):

According to Jones (2020), "learning any academic writing style is essential for all students" (p. 4).

Short quotations (author in parentheses):

He claimed that "learning any academic writing style is essential for all students" (Jones, 2020, p. 4).

Long quotations (more than 40 words):

Long quotations are written as a separate paragraph without quotation marks and must include full referencing (author, year, page number).

Indirect citation (paraphrasing)

Paraphrasing means expressing an idea in your own words while preserving the original meaning.

Examples:

Jones (2020) states that all students should learn at least one academic writing style, as they will need it during their studies.

OR

All students need to learn at least one academic writing style, as they will be required to use it at some point in their studies (Jones, 2020, p. 4).

Reference example (APA style)

Jones, M. (2020). *Why learning academic writing styles is essential*. GaSOS School Press.

6.2. What has to be cited?

Students must acknowledge all sources whenever they use ideas, words, data, or materials created by others. This includes written texts, visual materials (e.g. images, graphs, charts), and any data used to create their own work.

Sources must be cited when:

- using another person's ideas, opinions, or research findings
- including data or information in graphs, charts, or tables
- referring to visual or multimedia materials
- using content generated or supported by digital tools, including artificial intelligence (AI), where required

When citing, students must clearly distinguish between their own ideas and those taken from other sources. Proper referencing should make it clear what is original and what has been borrowed. Students should also be careful to avoid relying on indirect sources (i.e. citing a source they have not consulted directly). This practice is only acceptable when the original source is unavailable, and it must be clearly indicated.

6.3. What does not need to be cited?

Information that is considered **common knowledge** does not need to be cited. This includes widely known facts or basic information that can be found in many general sources.

Example:

"...after signing the Maastricht Treaty in February 1992..."

This does not require a citation, as the date of signing is a generally known fact.

However, if a sentence or passage is taken directly from a source, it must always be properly cited, even if it refers to common knowledge.

Example:

"...The 'Treaty on the European Union', signed in Maastricht on 7 February 1992, was the biggest step towards political union in Europe since the Treaties of Rome in 1957" (Hellfeld, 2009).

6.4. In text citation

In the Czech academic context, two main citation systems are commonly used: the **APA style** (author–date system) and the **numbered citation system**.

Students must choose **one system only** and use it consistently throughout their work. The bibliography must also follow the chosen style.

General principles

Every source must be cited at the point where it is used in the text.

It must be clear which ideas are the student's own and which come from other sources.

If in-text citations are unclear or inconsistent, the work may be considered academically unreliable.

Numbered citation system

Sources are numbered in the order they appear in the text.

Each source is given a number in brackets (e.g. [1]).

The same number is used every time the same source is cited again.

The bibliography lists sources in **numerical order**, not alphabetically.

APA style (author–date system)

Sources are cited using the author's surname and year of publication in brackets (e.g. (Brown, 1999)). Page numbers should be included when quoting directly (e.g. (Brown, 1999, p. 12)).

Examples:

- One author: (Dupont, 1999)
- Two authors: (Dupont & Durand, 2007)
- Three or more authors: (Dupont et al., 2006)

If the author's name is included in the sentence, only the year is given in brackets:

- Brown (1999) states that...

If no author is known, the title of the source is used instead. If no date is available, use (n.d.) (no date).

All sources cited in the text must be listed in the reference list, which is organised alphabetically by the authors' surnames.

Important note

Students must ensure that citations clearly relate to the relevant sentence or idea. When paraphrasing, the source should be cited within the sentence or immediately after it.

6.5. Types of sources

Students should use a reasonable number of relevant sources in their work. All sources used must be clearly acknowledged in the text and included in the bibliography. Each reference in the text must appear in the bibliography, and vice versa.

Students are encouraged to use reliable and reviewed sources, such as books and peer-reviewed journal articles (in print or online). Internet sources should be used carefully and only when suitable academic sources are not available.

Bibliography

The bibliography should include all sources used and follow the chosen citation style. Different types of sources require different formats.

Book (publication)

Author. Year. *Title*. Place: Publisher.

Example:

Pinker, S. (2002). *The Blank Slate*. London: Penguin Books.

Multiple authors are separated by commas:

Seifert, K. L., Hoffnung, R. J., & Hoffnung, M. (2000). *Lifespan Development*. Boston: Houghton Mifflin.

Journal article

Author. Year. Article title. *Journal Title*, volume(issue), pages.

Example:

Dupont, G. (2009). The title. *Knowl Manag Aquat Ecosyst*, 90, 80–95.

Web source

Author (if available). Year (if available). Title. *Website name*. Available at: URL (Accessed: date).

Example:

Bystřický, V. (2011). Blovický smyk po osmé. Available at: <http://www.blovce.info/smyk8.php> (Accessed: 12 April 2013).

If no author is known, use *Anon*.

Useful tools

Students may use citation tools to help format references correctly, for example:

<https://www.citethisforme.com>

<https://owl.purdue.edu>

6.5.1. Use and citation of AI tools

Artificial intelligence (AI) tools (e.g. text generators, translation tools, or research assistants) may be used to support learning where permitted by the teacher. However, AI must not replace a student's own thinking or be used to produce work that is submitted as entirely their own. If AI tools are used in the preparation of an assignment, this must be clearly acknowledged.

General principles:

- AI can be used for support (e.g. brainstorming, language correction, structuring ideas), but not as a substitute for original work
- students remain fully responsible for the accuracy and integrity of their work
- any use of AI that significantly contributes to the final output must be acknowledged

Example of citing AI (APA style)

OpenAI. (2026). *Response generated by ChatGPT on [topic]*. <https://chat.openai.com>

Example in text:

According to ChatGPT (OpenAI, 2026), academic writing requires clear structure and referencing.

Acknowledgement example (recommended)

Students may include a short statement such as:

"AI tools (ChatGPT) were used to support idea generation and language revision. The final work reflects my own understanding."

7. Policy Review

This policy is reviewed every two years, taking into account practical experience and developments in technology. The review process involves key stakeholders, including teachers and students, to ensure the policy remains relevant and effective.

8. Conclusion

All members of the Gymnázium a SOŠ Rokycany school community are expected to understand and follow the principles and procedures of academic integrity. Academic integrity is an essential part of both the IB Learner Profile and the school's mission, and it underpins all teaching, learning, and assessment.

By fostering a culture of honesty, responsibility, and respect, the school supports students in becoming principled and reflective learners prepared for further study and life beyond school.

9. References

This policy reflects current IB guidance on academic integrity and the responsible use of digital tools, including artificial intelligence. It is informed by the following sources:

- Academic Integrity (2019), International Baccalaureate Organization (IBO), Geneva, Switzerland
- Programme Standards and Practices (2020), IBO, Geneva, Switzerland
- Academic Honesty in the IB Educational Context (2014)
- Academic Honesty Policy, Viborg Katedraleskole (2018)
- Academic Honesty Policy, Dwight School Seoul (2020)

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