

A. C. Flora High School

International Baccalaureate World School

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POLICY: ACADEMIC HONESTY

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right.

Learner Profile

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 an in-depth knowledge and develop an 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 as well as the consequences that accompany their actions.

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 as well as 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.

Purpose

As an IB World School, we at A.C. Flora aim to uphold the principles of fair assessment across all subjects. In order for results to be fair and accurate, the work that our students submit to be graded must be an honest representation of what they are capable of completing on their own. Results cannot be fair if some students have received an advantage over other students. It is therefore important to have a clear Academic Honesty Policy, which outlines our expectations regarding academic honesty and consequences for any infractions. Our hope is that this policy along with support from our teachers, parents and students will help us maintain an environment where all stakeholders uphold the expectations for academically honest learning and assessment.

Definitions – (taken from *Academic Integrity Policy*)

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 behavior in the production of legitimate, authentic and honest scholarly work.

Artificial Intelligence - Artificial Intelligence (AI) are software tools—with ChatGPT being one example— that can respond to a request (or prompt) with an answer that creates a humanlike conversational dialogue. So, for example, if an AI tool is asked “What started World War 2?”, then it would provide several, detailed paragraphs—just as if you had asked a human that question. (Artificial Intelligence)

Balance of probabilities approach – “Balance of probability” means that the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Plagiarism – The IB defines plagiarism “as the representation, **intentionally or unintentionally**, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (General regulations: Diploma Programme). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

School maladministration – The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct – The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents – Student academic misconduct or school maladministration incidents that are outside the IB’s usual procedures and/or experience.

Student Rights and Responsibilities

Every International Baccalaureate Diploma candidate at A.C. Flora High School enters the programme with a desire to learn and uphold the principles of academic honesty, and they have several rights and responsibilities. First, they have the right to be assessed in a fair, consistent, and transparent manner and receive timely and constructive feedback on their assessments to support their learning and development. They have the right to understand the criteria and standards by which they are being assessed. Students also have the right to understand what constitutes good academic practice and ask for support when needed from their teachers.

IB Students are responsible for actively participating in assessments, completing them with integrity and promise that work they submit for assessment is their own authentic work. Students are responsible for seeking clarification and assistance when they do not understand the assessment criteria or feedback and should use that feedback to improve their learning. Students should also seek assistance if they ever have a question regarding good academic practice. Finally, IB students realize that everyone in the school community is responsible for ensuring the academic integrity of the Diploma Programme at A.C. Flora. If they are aware of other students who engage in academic malpractice, they are required to report such instances to their teacher and/or IB coordinator. **It is important for all students and parents to know that academic dishonesty of any type will not be tolerated.**

Before entering the A.C. Flora International Baccalaureate Diploma Programme, IB students are required to sign the ***Honor Pledge*** (see below) as witness to the required standard for behavior. In addition, IB students must also sign the ***Consequences of Academic Misconduct*** stating that they understand the consequences of any infringements of the ***Academic Honesty Policy***. (see below)

Teacher Rights and Responsibilities

Teachers and supervisors are important in supporting the promotion of ethical practice. They have the right to access professional development opportunities to enhance their assessment practices and understanding of good academic practice. They also have the right to collaborate with colleagues to ensure consistency and fairness in assessment and good academic practice. Teachers will be able to consult with the IB coordinator regarding suspected cases of academic misconduct and will have support in dealing with cases of academic misconduct from the IB coordinator and school administrators.

Teachers are responsible for designing and implementing fair and transparent assessments that align with the school's philosophy and IB guidelines. They are responsible for providing timely and constructive feedback to students and for maintaining accurate records of student assessments and progress. Teachers should ensure that their students understand what constitutes good academic practice in their subject area and offer assistance to students who need additional guidance. When appropriate, teachers will use Turnitin.com to detect plagiarized and/or AI-generated text. Other web-based sites are available and may be submitted as evidence as a good faith effort on behalf of the student to present work that is authentic and the candidate's own. Should a teacher suspect academic misconduct, s/he will consult with the IB coordinator prior to discussing the case with the student.

Parent and Guardian Rights and Responsibilities

Parents are vital in the effort to uphold the *Learner Profile* in the development of lifelong learners who act with integrity and honesty as they seek to be principled members of the IB community at A.C. Flora High School. They have the right to be informed about their child's assessment results and progress and understand the assessment methods and criteria used by the school. They also have the right to ask questions regarding good academic practice and what constitutes academic malpractice and have those questions answered.

Parents and guardians are responsible for supporting their child's learning and encouraging them to take assessments seriously. Parents and guardians should also help their child understand the importance of good academic practice and support the school's efforts to uphold academic integrity.

Good Practice Related to Academic Integrity

Teachers, the school librarian and the IB coordinator all play a critical role in helping students understand what constitutes good practice regarding academic integrity. To this end, there are several things that we as a school can do to promote academic honesty. First, we will create a school culture built on trust and honesty where students feel comfortable asking for help, and we will offer resources and support for those struggling with assignments. We realize that time management skills are key in helping students avoid temptation to take shortcuts that could lead to academic dishonesty. Therefore, we will focus on skills and strategies that will help students manage their time, so they do not fall behind in their work. Finally, we will lead by example and demonstrate academic honesty in our own work and interactions. We will show students that we value integrity and maintain a culture of fairness and respect within our school community.

Furthermore, we will engage our students in the following activities to encourage good practice in academic integrity. These activities will not only promote a positive learning environment but also prepare students for ethical behavior in their future academic and professional endeavors.

1. We will use real-life scenarios and examples to illustrate both honest and dishonest behaviors. This can help students understand the difference and the consequences of academic dishonesty.
2. We will teach citation skills, by offering lessons on proper citation methods and the importance of giving credit to original authors. Tools like citation generators can be helpful, but understanding the process is crucial.
3. We will include discussions on ethics and integrity in our lessons and create assignments that require students to reflect on ethical dilemmas and the importance of honesty.
4. We will encourage students to view challenges and mistakes as learning opportunities rather than reasons to resort to dishonesty. By emphasizing effort, improvement, and learning over grades, we hope to encourage students to take responsibility for their learning in a way that fosters growth towards academic honesty.
5. We will discuss the ethical use of technology such as AI and how students can leverage this tool to help them in their work without compromising the principles of academic integrity.
6. We will implement peer review sessions where students evaluate each other's work. This practice builds trust among students as they rely on their peers to provide constructive feedback.

Protocol for dealing with suspected cases of academic misconduct

For cases of suspected academic misconduct, A.C. Flora will follow the steps outlined below:

1. Teacher informs IB coordinator of suspected academic misconduct. IB coordinator meets with teacher and student regarding possible academic misconduct.
2. Student responds and explains the circumstances surrounding the case. There are three possible outcomes:
 - a. It is determined that no academic misconduct occurred, and no action is taken.
 - b. Student admits to academic misconduct and provides a written statement of the incident. Appropriate consequences are applied.
 - c. Student denies academic misconduct. Further investigation is required.

Outcome b:

3. For outcome **b**, the IB coordinator notifies parents that there was a case of academic misconduct, and the appropriate consequences were applied. Teacher must enter the academic misconduct in ABE within ONE WEEK for school-wide record keeping.

Outcome c:

4. For outcome **c**, IB coordinator notifies parents that there is a possible case of academic misconduct. Investigation continues.
5. Final determination is made either by the coordinator or a team of teachers and one administrator regarding the academic misconduct.
6. If it is determined that academic misconduct has occurred, the IB coordinator will notify the student's teacher, and the teacher will enter a referral into ABE within ONE WEEK of notification of the final outcome.
7. Parents are notified of the outcome and consequences.
8. National Honor Society sponsor is notified. The student's NHS status will be reviewed by the NHS committee. Student may be removed from NHS or become ineligible to apply to NHS until the following year.

A note about 'intention' as it relates to academic honesty

Regardless of whether an act of student academic misconduct is intentional or accidental, the damage caused by these incidents creates real barriers to the teaching and learning process, resulting in students not achieving their desired outcome. Further, a feeling of distrust and discontent can develop among members of the school community and other end-users of the endorsed grades or qualifications who may lose the confidence that the school promotes and embraces academic integrity. Subsequently, the reputation of the school can suffer negatively, as well as affecting the validity of the obtained grades or qualifications awarded to students. (Academic Integrity Policy)

When investigating a case of suspected academic misconduct, we will not distinguish between intentional and unintentional acts. It is the student's responsibility to ensure that his/her actions do not call into question his/her academic integrity. All the available information and evidence, including any mitigation, will be considered before reaching a decision. However, the **intention** of the parties involved cannot be taken into account during deliberations. (Academic Integrity Policy)

The Use of AI

At A.C. Flora, we uphold the highest standards of academic honesty, requiring all students to submit work that is entirely their own. The use of AI tools is allowed for research and idea generation, but students must clearly document and attribute any AI assistance in their assignments. Direct copying of AI-generated content without proper acknowledgement is considered plagiarism and will result in disciplinary action. Students are encouraged to use AI responsibly and critically, ensuring it enhances their learning rather than replacing their own effort. Teachers will provide guidance on acceptable AI use to foster integrity and originality in student work.

Breaches to regulations: scenarios for malpractice cases and outcomes

This section provides examples of breaches of the IB Academic integrity policy, and the subsequent outcome for students. The list is not exhaustive and is meant to provide real-life guidance on a range of issues and how they were dealt with. (Academic Integrity Policy)

When breaches in the Academic Honesty policy occur for work that will not be submitted to the IB, A.C. Flora will handle the investigation and implement the consequences laid out in the Consequences of Academic Misconduct.

When breaches in the Academic Honesty policy occur for work that will be submitted to the IB, A.C. Flora will report the matter directly to IB and work with the appropriate parties as they handle the investigation and implement an appropriate penalty.

Breaches related to written and oral coursework and examinations (not submitted to IB):

The following are examples of Academic malpractice that would constitute an infraction of the A.C. Flora IB Honor Code:

Example — Candidate A shares his/her work with Candidate B. Candidate B then turns in a copy of that work to be graded as his/her own.

Outcome – Both candidates have engaged in academic malpractice. While Candidate A may not have intended for his/her work to be copied and turned in by Candidate B, the result is that Candidate A provided an unfair advantage to Candidate B. Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — A candidate turns in an assignment in Spanish class that displays evidence of having been written with the help of an online translator or other outside human source (tutor, native speaker). The candidate denies receiving help, but is unable to reproduce structures from his work in other contexts when asked by his teacher.

Outcome – Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — A candidate takes an online assessment given by a teacher and uses the internet to find a copy of the assessment in order to answer some or all of the questions.

Outcome – Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — A candidate uses problem solving software to complete an assignment or assessment. Questioning by the teacher reveals that he is unable to show the steps to properly solve one or several of the problems assigned.

Outcome – Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — Two candidates complete an assessment in their English class. Portions of their assessment are found to have exact wording and phrasing for several of the questions. The teacher monitored the candidates while they were taking the assessment and did not notice any suspicious activity. When questioned, both candidates deny sharing any answers.

Outcome – The teacher is unable to prove that the candidates shared their answers during the assessment. The balance of probabilities approach is applied. Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — A candidate turns in an English Lit. essay to be graded. The candidate submitted the essay to Turnitin.com as per the teacher's instructions. When looking over the originality report, it is found that the candidate failed to properly cite a source. When questioned by the teacher, the student admitted to forgetting to cite the portion of the essay in question.

Outcome – Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — A candidate takes an at-home math assessment. The candidate locates a mark scheme on-line and used it to complete the assessment, then submitted it to the teacher. When questioned by the teacher, the student denies using the mark scheme to complete his work.

Outcome – The balance of probabilities approach is applied. Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Example — A candidate completes a take-home essay for IB English Lit. and uses AI-generated text to write a portion of the essay. The candidate does not cite the text as having come from AI and turned in the work as if it were entirely written by him. When the work is run through Turnitin.com, a portion of the essay is flagged as having been written by AI. The teacher also notices key stylistic differences in the portion of the text that was AI-generated and the other portions of the essay along with the student's past submitted work. When questioned, the candidate is unable to provide a plausible explanation that would explain the differences noted by the teacher.

Outcome – Consequences as laid out in **Consequences of Academic Misconduct** will be followed.

Consequences of Academic Misconduct (for work not submitted to IB)

1st infringement: Conference with the IB Coordinator, parent contact, school discipline procedures, NHS supervisor notified. The assignment will receive a zero until it is redone and returned to the teacher for grading. A maximum of 50 may be assigned by the teacher.

2nd infringement: Conference with the IB Coordinator, parent contact, school discipline procedures, NHS supervisor notified. The assignment will receive a zero.

3rd infringement: Student is removed from the IB Diploma Programme.

Breaches related to written and oral coursework and examinations (to be submitted to IB):

Plagiarism – External sources:

Example — A candidate submitted an extended essay which 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.

Outcome — 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.

Example — 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.

Outcome — 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

Example — A candidate submitted an essay that was almost entirely plagiarized from an English source, which they translated into Spanish.

Outcome — 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.

Example — A candidate takes text from the Internet and translates it into another language for use in his/her work without acknowledging the source.

Outcome — Regardless of whether text has been translated by the candidate, the ideas or work of another person must be acknowledged. This is still plagiarism. No grade will be awarded in the subject concerned.

Peer Plagiarism:

Example — 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.

Outcome — 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.

Collusion:

Example — 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.

Outcome — Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”.

Submission of externally commissioned work:

Example — Two candidates registered in different IB 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.

Outcome — Both candidates received the level 3a penalty for the component, which resulted in no grade, an “N”, for the TOK subject.

Duplication of work:

Example — The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.

Outcome — 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:

Example – 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.

Outcome – The candidate received a level 1 penalty warning letter.

Example – 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.

Outcome – 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.

Example – 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.

Outcome – Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.

Consequences of Academic Misconduct (for work submitted to IB)

- 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

Explanatory notes

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.

(Academic Integrity Policy)



IB Honor Code

Academic honesty, integrity, and exemplary behavior are essential principles to the existence and growth of our academic community. The IB Honor Code aims to uphold those principles and ensure that all IB students are held to the same high standards regarding their work and behavior.

In the IB Diploma Programme (IB DP) community, it is the responsibility of all members (students, faculty and parents) to work together to maintain high academic standards and protect our students from conditions harmful to learning and/or the student's mental and/or physical health. Therefore, all members of the IB DP at A.C. Flora must agree to uphold by the IB Honor Code.

Upon admission to IB DP, all students agree to adhere to and support the IB Honor Code. Any violation of the IB Honor Code will lead to sanctions.

Possible violations are listed below:

1. Cheating – improper collaboration or sharing of information during the completion of assessed work
 - a. Sharing information during the completion of an assignment
 - b. Asking for help with an assignment when it is not allowed by the teacher
 - c. Copying another student's work
 - d. Turning in work completed by another person under your name (e.g., papers bought online, completed by a tutor, etc.)
 - e. Turning in work for a World Language course that was completed with the help of an online translator or other unauthorized source
 - f. Using or sharing any material or aid not authorized by the teacher during the completion of assessed work (e.g., online math problem solver, formula sheet, notes, etc.)
 - g. Providing students in another section of a course with questions that were on a test
 - h. Asking students in another section of a course the questions that were on a test

2. Plagiarism – the process or practice of using another person's or AI's ideas or work and pretending that it is your own (Cambridge Dictionary)
 - a. Failing to properly cite a source
 - b. Improperly paraphrasing without acknowledging the source
 - c. Copying (partially or entirely) material without acknowledging the source
 - d. AI should not be used in a way that completely removes a student from all thinking and expression. It is a tool that can aid in brainstorming, planning and research. Any information transmitted through written or spoken work with the help of AI needs to be cited. Overuse or improper use of AI may lead to a citation for Academic Malpractice. If you have questions, please ask your teacher before using AI. Please be aware that some sites such as ChatGPT require parental consent for students under 18 years old.**

All members of the IB DP who have knowledge of a violation of the IB Honor Code are required to report the violation to the IB Coordinator.



IB Honor Code Pledge

I do hereby resolve to uphold the Honor Code of the IB Diploma Programme at A.C. Flora High School. I shall refrain from all forms of academic malpractice as outlined above. I further resolve to abide by all of the provisions of the Student Code of Conduct specified by A.C. Flora High School.

As a student in the IB Diploma Programme, it is my responsibility to ensure that my actions adhere to the IB Honor Code at all times. If I am ever unsure as to what qualifies as a breach of the IB Honor Code, I will seek clarification from my teacher or the IB coordinator.

I understand that breaches of the Honor Code or Student Code of Conduct will result in sanctions and may result in my removal from the National Honor Society and/or International Baccalaureate Diploma Programme.

Date

Student Name

Student Signature

Parent Name

Parent Signature



Consequences of Academic Misconduct

In addition to school consequences that are outlined in the A.C. Flora Code of Conduct, penalties for academic misconduct are as follows:

- Academic Misconduct on assessments to be submitted to IBO (internal or external assessments)
This is a failing condition of the IB Diploma. The student will be removed from the IB Diploma Programme. Note, if a student is found guilty of academic misconduct during an IB exam, the student will not be listed as an IB Diploma Candidate for graduation.
- First Offense on any assignment or assessment other than internal or external assessment
Conference with the IB Coordinator, parent contact, school discipline procedures, NHS supervisor notified, and the student will likely be removed from the NHS.
- Second Offense on any assignment or assessment other than internal or external assessment
Conference with the IB Coordinator and parent, written notice of potential removal from the IB Program, school discipline procedures, NHS supervisor notified, and the student will likely be removed from the NHS.
- Third Offense on any assignment or assessment other than internal or external assessment
Conference with the IB Coordinator and parent, removal from the IB Diploma Programme, school discipline procedures, NHS supervisor notified, and the student will likely be removed from the NHS.

Note: For each offense, a referral will be entered into our school's discipline tracking system. This is to ensure that all infractions of the IB Honor Code are properly tracked by the school administration.

Date

Student Name

Student Signature

Parent Name

Parent Signature

Works Cited:

Academic Integrity Policy, October 2019, International Baccalaureate Organization.

“Artificial Intelligence (AI) Tools – common questions and concerns.” International Baccalaureate Organization.

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/artificial-intelligence-questions-and-concerns-en.pdf>. accessed June 2024.