

Summary table of points

Scenario	Outcome
#1 A student uses AI for a summary of key points for their essay and suggests references to cite.	Acceptable
#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.	Acceptable
#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.	Not acceptable
#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	Not acceptable
#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).	Context – but generally not acceptable
#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument, and then uses this as a model for their own content.	Context – but generally acceptable
#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.	Generally not acceptable – but nuanced
#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.	Not acceptable for IB assessment Probably acceptable in other contexts
#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.	Context – but generally acceptable
#10 A student uses AI to “mark” their work and provide feedback for improvement.	Not acceptable for IB assessment Probably acceptable in other contexts
#11 A student asks AI to “reflect” on a topic, process or question and uses this unchanged in their assessment.	Not acceptable
#12 A student tries to hide their use of AI.	Not acceptable, even if their use of AI was correct
#13 A student uses AI to generate a template for the structure of their essay.	Context – but generally acceptable

